



**Institutional Self-Evaluation Report
in Support of an Application for Candidacy**

Submitted by

Gila County Provisional Community College District

8274 South Six Shooter Canyon Road
Globe, Arizona 85501

201 North Mud Springs Road
Payson, Arizona 85541

to

Accrediting Commission for Community and Junior Colleges

August 1, 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Janice Lawhorn, Ph.D.
Interim President
Gila County Provisional Community College District

Gila Pueblo Campus
8274 South Six Shooter Canyon Road
Globe, Arizona 85501

Payson Campus
201 North Mud Spring Road
Payson, Arizona 85541

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Candidacy. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Janice Lawhorn, Interim President
Janice Lawhorn, Interim President (Jul 31, 2024 10:29 PDT) [Date] 07/31/2024

Janet Brocker
Janet Brocker, GCPCCD Governing Board President (Jul 31, 2024 11:24 MDT) [Date] 07/31/2024

Kurt Knauss, GCPCCD Governing Board
Kurt Knauss, GCPCCD Governing Board (Jul 31, 2024 09:41 PDT) [Date] 07/31/2024

Connie Cockrell, GCPCCD Governing Board
Connie Cockrell, GCPCCD Governing Board (Jul 31, 2024 09:23 PDT) [Date] 07/31/2024

Fernando Shipley, GCPCCD Governing Board
Fernando Shipley, GCPCCD Governing Board (Jul 31, 2024 09:21 PDT) [Date] 07/31/2024

Mickie Nye, GCPCCD Governing Board
Mickie Nye, GCPCCD Governing Board (Jul 31, 2024 09:25 PDT) [Date] 07/31/2024

Erin McCord, Administrative Assistant
Erin McCord, Administrative Assistant (Jul 31, 2024 10:26 PDT) [Date] 07/31/2024

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Forward to the Institutional Self-Evaluation Report

Gila County Provisional Community College District (referenced throughout this document as “*GCPCCD” or “District”) is profoundly grateful for the opportunity to collaborate with the Accrediting Commission for Community and Junior Colleges (ACCJC) on our Institutional Self-Evaluation Report (ISER). This partnership marks a pivotal moment in our institution's journey, as we strive towards achieving accreditation—a goal that has been over two decades in the making. It is a privilege to be part of shaping the foundation of Gila Community College (referenced throughout this document as “GCC” or “College”) right from its inception.

The process of preparing this ISER has been enlightening, allowing us to assess both our strengths and areas for improvement with clarity and purpose. We deeply appreciate the ACCJC's commitment to maintaining high standards, particularly in areas such as academic quality, assessment, transparency, and communication. The ACCJC's rigorous standards have challenged us to align our infrastructure and efforts more closely with best practices in higher education.

Moreover, the ISER has served as a catalyst for uncovering aspects of our institution that require enhancement, such as increased data collection and improved communication between campuses. This report has not only identified these needs but has also united our campuses into a cohesive community of scholarship, working tirelessly to serve the underserved and underrepresented populations in Gila County.

The ACCJC standards resonate deeply with our institutional values—emphasizing academic excellence, integrity, transparency, and visionary leadership. This process has reinforced our belief that accreditation is not merely a checklist of requirements but a commitment to continuous improvement and excellence in all aspects of our educational mission.

In conclusion, while some may perceive accreditation as a regulatory chore, this ISER experience has underscored our conviction that accreditation is fundamentally about ensuring and enhancing quality. We look forward to continuing our journey towards accreditation with enthusiasm, guided by the principles that define our institution and supported by the invaluable partnership with ACCJC.

Thank you once again for this transformative opportunity.

**Note: A comprehensive list of acronyms is included on the final pages of this report.*

A. Introduction: Institutional Context

Brief History of Gila County Provisional Community College District

In 1999, the Arizona Legislature passed A.R.S. section 15-1402 authorizing the formation of “provisional” community college districts in counties without a population of at least 40,000 people age 15 or over, and without a minimum net assessed valuation. In 2002, voters in Arizona’s Gila County approved a tax levy enabling the formation of the Gila County Provisional Community College District (referenced throughout this document as “GCPCCD” or “District”).

A Formation of District Resolution by the Gila County Board of Supervisors was issued in 2002, and the GCPCCD filed Articles of Incorporation on March 4, 2003. Five individuals, each representing one of the provisional community college districts in Gila County, were elected to the newly-formed District Governing Board (referenced throughout this document as “DGB” or “Board”). Additional background information further details provisional district legislation from 2003 to 2024.

As a provisional district operating under A.R.S. section 15-1402 governing provisional community college districts, GCPCCD has the same powers and duties as other Arizona community college districts, with the following exceptions. A provisional district:

- is not eligible to receive Arizona State equalization aid (pursuant to A.R.S. section 15-1468 and A.R.S. section 15-1409), or state contribution for capital outlay for initial or additional campuses (pursuant to A.R.S. section 15-1463).
- is not eligible for federal Carl Perkins grants (pursuant to A.R.S. section 15-784 and A.R.S. section 15-1409).
- shall not award degrees, certificates, or diplomas. The provisional district must instead contract with a fully-organized Arizona community college district, public university, or community college-owned, operated, and chartered by a qualifying Indian tribe on its own reservation to 1) accredit courses, 2) award degrees, certificates, and diplomas, and 3) provide supportive educational services (A.R.S. section 15-1402.01 - Revised April 2024).

Once the provisional district achieves institutional accreditation candidacy status and gains recognition as a fully-organized district by the State of Arizona, any exceptions or restrictions associated with provisional districts will be removed.

Since 2005 and most recently renewed in 2019, GCPCCD has maintained a contractual relationship with Eastern Arizona College (referenced throughout this document as “EAC”) through an Intergovernmental Agreement (IGA) and accompanying Operating Agreement. Eastern Arizona College is currently regionally/institutionally accredited by the Higher Learning Commission (HLC) and provides the academic/educational services as required under A.R.S. section 15-1409.

EAC is located in Thatcher, Arizona, approximately 75 miles from the Gila Pueblo Campus and 160 miles from the Payson Campus. Although not legally required by state statute, GCPCCD has also contracted with EAC to provide business operation services and oversight for the District. On May 8, 2023, the Board voted to terminate the existing contract with EAC. Based on an amendment to the existing contract executed on August 10, 2023, the contractual relationship between GCPCCD and EAC is scheduled to mutually terminate on June 30, 2025.

In order to remain aligned with A.R.S. section 15-1402.01(A)(3), Gila Community College (referenced throughout this document as “GCC” or “College”) must be “actively seeking accreditation” as clearly stated in these expectations:

A.7. The provisional community college district has maintained a regional accreditation and oversight relationship with another community college district *until the conversion of the provisional community college district to an independent community college district.* [emphasis added]

B. A community college district established pursuant to this section shall maintain a regional accreditation and oversight relationship with another community college district *until the district achieves initial candidacy status from a regional accrediting agency recognized by the United States Department of Education or by the Council on Postsecondary accreditation.* [emphasis added]

Considering this statutory language, as well as the interests of Gila County residents, the GPCCCD Board voted to move forward with the ACCJC institutional accreditation process. The formal initiation of this process was approved by a unanimous Board vote on February 21, 2024. An aggressive accreditation timeline was submitted with the Eligibility Review application on April 26, 2024, and remains the overarching goal for GCC.

Community and Student Profile

According to the United States Census Bureau (2020), Gila County has a land area of approximately 4,750 square miles and is bordered by six of the 15 counties in the state of Arizona. As of July 2023, the United States Census Bureau estimates Gila County has just over 54,000 residents. The population of the Globe/Miami area is approximately 14,000. The population in Payson is estimated at 17,000, with at least 4,000 more residents in its service area. The remaining 19,000 Gila County residents reside in over 100 incorporated cities, towns, and other census-designated places throughout the county. Gila County has several high schools that provide a steady stream of students into the College, including Globe, Miami, Hayden, Superior, and San Carlos in the southern part of the county and Payson High School at the northern end. The residents in Gila County are approximately 61.8% white (non-Hispanic), 19.3% Hispanic/Latino, and 17.4% American Indian, Black, and Asian.

The history of Gila County is rich in Native American culture including the Apache, Hohokam, Mogollon, and Salado tribes. Globe and Miami were both silver mining towns and are home to major copper-producing companies including Freeport-McMoRan, Inc. (FMI), Resolution Copper (BHP), and Pinto Valley-Capstone. Gila County residents and visitors enjoy many outdoor adventures including camping, hiking, hunting, boating, and fishing in the many Arizona lakes. Payson is home to two nationally acclaimed golf courses owned by professional golfer Phil Michelson Golf Properties. Tourism and hospitality industries are prevalent in both the Globe/Miami and Payson areas.

Between 2010 and 2020, Payson's population increased from 15,301 to 16,351 or 6.86%. The City of Globe, with its rich Arizona history including being the home of the first female Governor of Arizona, anticipates a growth of approximately 10,000 people in the next 20 years with an additional 4,300 new homes. The Arizona Office of Economic Opportunity Economic Conditions Report, released in January 2024, projects an overall 3% population increase in Gila County from 2022-2026.

The educational attainment of a four-year degree or higher in 2022 for residents 25+ in Gila County was 18.1%, while in Arizona this number was 31.8% and in the U.S. it was 34.3%. However, the population percentage with the educational attainment of high school or equivalent (30.6%), some college (28.3%), and an Associate's Degree (10.2%), is higher in Gila County than in both Arizona and the U.S. in every category.

The District campuses have been fully operational for over 20 years employing qualified, experienced, and dedicated faculty and staff. The District has two campus locations that provide educational services to the residents in Gila County: the Gila Pueblo Campus in Globe, AZ, and the Payson Campus in Payson, AZ. The District also operates the Globe/Miami Regional Training Center (RTC) in Miami, AZ, as well as the Hayden Wellness Center in Hayden, AZ. Through a contract with the Arizona Department of Corrections, Rehabilitation and Reentry (ADCRR), Safford-Globe Unit, the inmate population at that facility also has an opportunity to receive a Heating, Ventilation, & Air Conditioning (HVAC) Certificate of Proficiency through the College.

The Gila Pueblo and Payson Campuses are separated by approximately 85 miles. The RTC is eight miles from the Gila Pueblo Campus and the Hayden Wellness Center is nearly 40 miles from the Gila Pueblo Campus. Both the Gila Pueblo Campus and Payson Campus are considered commuter campuses with no dormitory facilities. The District is debt-free and owns all equipment and facilities on both the Gila Pueblo and Payson Campuses as well as all the equipment housed in the RTC and the Hayden Wellness Center. All GCPCCD facilities are located in rural communities 90 miles or more from the nearest metropolitan area of Phoenix, AZ.

The Gila Pueblo Campus was excavated as a ruin in the 1920s and acquired by the National Park Service in 1952. The property transitioned to a college campus in 1972 when the property was declared surplus by the federal government and EAC received a Quit Claim Deed with a 30-year educational restriction on the property. However, in 1997 EAC Quit Claimed the property to the Arizona State Board of Directors for Community Colleges who then reassigned the property to the Gila County Board of Supervisors in 2005. In 2012, a Quit Claim Deed from the Gila County Board of Supervisors transferred final ownership to GCPCCD.

As a tuition-financed district, Gila County was able to contract with EAC to offer classes at the Gila Pueblo Campus from 1972 until 2003 when a tax levy was passed and the provisional community college district was formed.

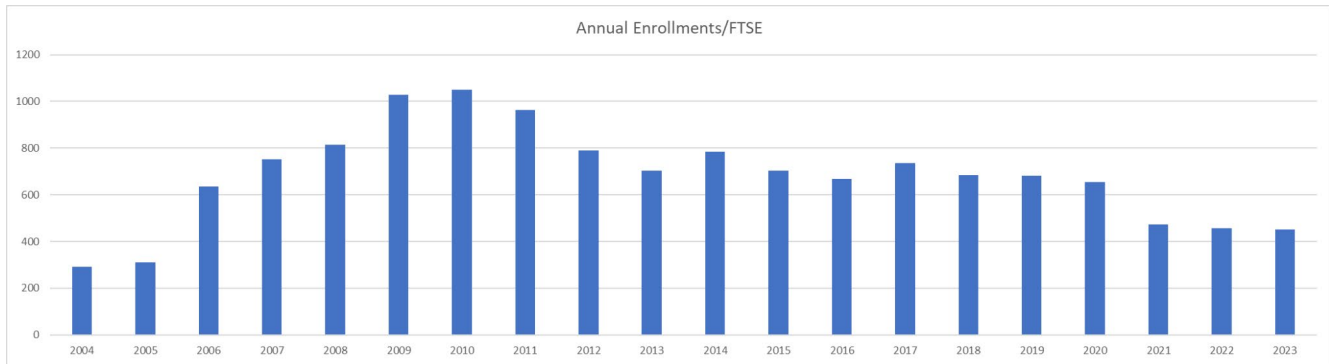
The Gila Pueblo Campus is made up of 12 buildings totaling almost 32,000 square feet. Approximately 4,572 square feet is devoted to faculty and administrative offices, with 22,378 square feet of space for academic support services, computer labs, library services, general classrooms, and specialized classrooms for Art, Business, and Physical Sciences. In addition, the Dental Assistant, Phlebotomy/Medical Assistant, Nursing, and Cosmetology programs each have a dedicated space in separate buildings.

The 32-acre Payson Campus is made up of six buildings totaling 19,206 square feet. These buildings house faculty and administrative offices, general classrooms, computer labs, library and counseling services, wellness center, and specialized classrooms for Art, Business, English, and Natural Sciences. Each of the Cosmetology, Nursing, and Allied Health programs have a dedicated space in separate buildings. In total, there is over 14,600 square feet of classroom space on the Payson Campus.

The RTC is approximately 13,000 square feet, consisting of two buildings with approximately 12,264 square feet of classroom space and 246 square feet of office space. The RTC enables GCC to offer a wide variety of occupational programs such as welding and HVAC to Globe/Miami and surrounding communities. Through its relationship and partnership with mining companies FMI, Pinto Valley-Capstone, and Resolution Copper (BHP), there is a particular focus on the needs of the local mining industry in that region of Gila County.

The newly remodeled Hayden Wellness Center is approximately 1,100 square feet with stationary bicycles, treadmills, stair-steppers, weights, and other aerobic and wellness equipment. Currently, wellness courses are the only courses offered in Hayden. The property was purchased in 2012 for \$10.00.

Annual Enrollments



Source: Arizona Auditor General Report

https://www.azauditor.gov/reports-publications/community-colleges?sort_by=title

In GCPCCD's first full year of operation as a provisional district (2004), Full-Time Student Equivalent (FTSE) enrollment was 291. After this initial year of operation, FTSE increased annually until reaching its peak of 1,050 during the recession of 2010. From 2011 through 2019, GCPCCD's annual average was approximately 745 FTSE.

In 2020, GCPCCD FTSE dropped to 655, primarily due to the pandemic. While a vast number of courses necessarily transitioned to an online format during that time, many students became comfortable with the online platform and did not return to the physical classroom if the option for an online version was available. At that time, the FTSE count was based on where the course originated, which was determined by the instructor's campus location.

In Fall 2022, EAC made the decision that all online courses would be included in the EAC FTSE count, regardless of the student's county of residence or the instructor's campus location. As a result, GCPCCD FTSE was reduced to an all-time low of 451 in 2023. However, the FTSE count is expected to rebound once the contract with EAC ends on June 30, 2025, as GCPCCD will be able to re-establish and reclaim its online courses and enrollments.

Student Profile

The student population in Gila County has consistently been both diverse and determinable, demonstrating a wide variety of backgrounds and ethnicities. Students at GCPCCD campuses are a more diverse population than the overall population of Gila County or Gila County and Graham County combined, as noted in the Graham County and Gila County comparative demographics report.

Based on the Fall 2023 Student Profile, nearly one-third (31.2%) of the students reported as Hispanic, Native American, Asian, African American, or other non-White ethnicity. This is representative of the population in Gila County where 61.8% are White (non-Hispanic) and the remaining population (39.2%) report as Hispanic, Native American, Asian, Black, or other non-White ethnicity. The ratio of female (922) to male (541) students was approximately 3:2 while Gila County is nearly split at 1:1 female to male. The largest student age demographic (62.5%) was 50 and over, and the next largest age demographic (25.8%) was under the age of 20. Of the 1,463 unduplicated enrolled students, 783 (53.5%) attended classes on the Payson Campus, and 680 (46.5%) attended classes on the Gila Pueblo Campus, at the RTC, the ADCRR Safford-Globe Unit, and/or at the Hayden Wellness Center.

The Spring 2024 Student Profile was consistent with the Fall 2023 Student Profile with nearly one-third (29.4%) of students reporting as Hispanic, Native American, Asian, African American, or other non-White ethnicity. This is, again, representative of the population in Gila County where 61.8% are White (non-Hispanic), and the remaining population (39.2%) report as Hispanic, Native American, Asian, Black, or other non-White ethnicity. The ratio of female (855) to male (484) students was approximately 3:2 while Gila County is nearly split at 1:1 female to male. The largest student age demographic (64.6%) was 50 and over, and the next largest age demographic (25.3%) was under the age of 20. Of the total 1,305 students enrolled in Spring Semester 2024, 695 (53.3%) attended classes on the Payson Campus, and 610 (46.7%) attended classes on the Gila Pueblo Campus, the RTC, and/or at the Hayden Wellness Center.

In Gila County, 42.6% of residents are 55 and over. This indicates that a significant portion of Gila County's older residents participate in GCC classes with assistance from the College's 55+ tuition waiver. In Fall 2023, 20.6% of the students 15 to 19 years of age and in Spring 2024 16.6% of this age group can be attributed to dual enrollment opportunities at the local high schools that are supported by tuition waivers and local scholarships.

In keeping with the College's Mission Statement, GCC provides comprehensive educational opportunities for basic skills development, academic degree coursework, technical/occupational certificates, and personal enrichment. Approximately 38% of GCC students are degree-seeking, while 60% are classified as non-degree-seeking. Over 95% of GCC students attend classes part-time.

In Fall 2023, 783 students were enrolled at the Payson Campus and 680 at the Gila Pueblo Campus. Students, including high school, traditional and non-traditional, and incarcerated adults, were able to register for over 180-course sections at the Payson Campus and 160-course sections at the Gila Pueblo Campus. In Spring 2024, 695 students were enrolled at the Payson Campus and 610 at the Gila Pueblo Campus. These students were able to register for 169-course sections at the Payson Campus and 151-course sections at the Gila Pueblo Campus. Available sections include courses in Business, English, Math, Biology, Wellness, Dental Assistant, Cosmetology, Medical Assistant, Music, Art, and Nursing, to name a few. These numbers include all silent/restricted courses, which are specifically reserved for high school and prison student populations and not visible to the public for registration.

The upcoming Fall 2024 searchable class schedule is available online and all classes taught in Gila County are displayed except for dual enrollment and courses offered at the prison facility in Globe. Enrollment is underway for the Fall 2024 semester, however as EAC is in the process of executing its teach out, Gila County students will not be able to begin a two-year program (i.e., Nursing and Cosmetology) in either Fall 2024 or Spring 2025.

Through dual enrollment agreements with the high schools in the Payson, Globe, and Miami communities, students have the opportunity to earn college credit in Chemistry, Literature, U.S. History, Precalculus Algebra, Calculus, and several other General Education courses. Additionally, high school students can enroll in a wide variety of Career and Technical Education (CTE) programs including Phlebotomy, Certified Nursing Assistant, Medical Assistant, Culinary Arts, Automotives, Building Trades, Animal Sciences, Marketing, and Theater. These programs are made available through agreements with the Cobre Valley Institute of Technology (CVIT) serving the Globe/Miami area, and the Northern Arizona Vocational Institute of Technology (NAVIT) serving the Payson area. These two entities are part of a state-wide network of Career and Technical Education Districts (CTEDs), and program offerings are dependent upon location. Dual enrollment agreements with CVIT and NAVIT for 2024-2025 have been executed.

Major Events and Developments

Since filing the Eligibility Application with ACCJC, several initiatives have made significant progress or have come to fruition. At the Payson Campus, a 16' Ash Dome is currently being erected to house a 20" PlaneWave Instruments CDK-500 telescope, all funded through a grant from the Richard F. Caris Foundation. The District recently awarded a Request for Proposal (RFP) to M3 Engineering and Technology Corporation that will ensure the facility is constructed following the Town of Payson building requirements. Adjunct and dual enrollment faculty are teaching astronomy research courses on the Payson Campus as well as an Earth and Space Scientific Research class at Payson High School, where an astronomy club has recently been formed. Students work in small teams to study binary star systems and co-author research papers that are published in the Journal for Double Star Observations.

A flight simulator was also permanently installed on the Payson Campus and is being used to teach ground school aviation courses. The College is working with the Payson High School Aviation Club and the Town of Payson Airport to develop a strategic plan to support interested students at both the high school and GCC in becoming fully licensed pilots. The College also began offering an Introduction to Drones class in Spring 2024 that will provide students with the knowledge to obtain a commercial drone license upon completion.

The Law Enforcement Training Academy (LETA) is scheduling a visit with the Arizona Peace Officers and Standards Training Board (AZPOST) for an August 2024 inspection of the facilities at the Gila Pueblo Campus. This project has been ongoing for the past three years as the Globe/Miami Gun Club upgraded its facilities with grant funds received from FMI, the Gila County Board of Supervisors, and the City of Globe. Memorandums of Understanding (MOUs) and IGAs were put in place with multiple organizations including the City of Globe and Miami High School. If the inspection goes well, the plan is to begin an academy in Fall 2024.

On April 30, 2024, consultants and GCPCCD Board members made a presentation to the Gila County Board of Supervisors regarding the progress GCC has made toward accreditation. Based on that presentation, the Gila County Board of Supervisors determined they would continue to provide \$250,000/year to support full accreditation of the College to "assist in the creation and retention of jobs in Gila County," and to "improve or enhance the economic welfare of the inhabitants of the County." A newly revised IGA was approved by the GCPCCD Board on May 22, 2024, and by the Gila County Board of Supervisors at their May 28, 2024 meeting, with the term of the agreement from July 1, 2024, to June 30, 2027, with a possible renewal period of up to five years. Per this agreement, the College will submit an annual budget and financial statement to the Gila County Board of Supervisors. In addition, a specially-appointed Advisory Committee will periodically provide input and recommendations to the DGB during their regular Board meetings.

To meet the specific requirements of A.R.S. section 15-1402.01, Alternative Organization for Community College Districts Provision #4, two Special Board meetings were scheduled, one at the Gila Pueblo Campus on June 24, 2024, and one at the Payson Campus on June 25, 2024, to provide an opportunity for the public to "discuss and hear testimony on converting the provisional community college district to an independent community college district." Individuals in attendance were permitted to address their concerns and get their questions answered. The minutes from the June 24 and June 25 meetings indicated many individuals favored the conversion of the District and feedback was positive.

At a Special Board meeting on June 26, 2024, the DGB approved a resolution establishing GCPCCD as an independent community college district. The resolution, as required by Provision #5 of A.R.S. section 15-1402.01, was confirmed at a regular Board meeting on July 10, 2024. This signifies that the District has met all criteria listed in Section A of the statute, thereby positioning the District to remove the provisional designation under State of Arizona law. According to Section B of the statute, if the College achieves candidacy status through ACCJC, the District will no longer be required to

maintain a contractual relationship with another accredited educational institution and will be recognized as an independent, fully-organized community college district by the State of Arizona.

Additionally, as part of the review process with ACCJC in preparation of the Institutional Self-Evaluation Report and the site visit in October 2024, the Board was apprised at the June 26, 2024, July 10, 2024, and July 31, 2024, Special Board meetings that GCC would be seeking public comments. This information was sent out as a press release to the local newspapers and radio stations on June 26. The information was published in the *Silverbelt Newspaper* in Globe in the July 10, 2024, and July 18, 2024, issues, and the *Payson RoundUp Newspaper* in Payson in the July 15, 2024, issue.

Documentation:

A 2004-2023 Arizona Auditor General Annual Enrollments/FTSE
A 2024 GCC - Gila County IGA
A 2024-2025 CVIT IGA
A 2024-2025 NAVIT IGA
A 2025-2026 Tuition and Fee Schedule
A 20230508 Governing Board Minutes
A 20240221 Governing Board Minutes
A 20240522 Governing Board Minutes
A 20240624 Special Governing Board Agenda
A 20240624 Special Governing Board Minutes
A 20240625 Special Governing Board Agenda
A 20240625 Special Governing Board Minutes
A 20240626 Special Governing Board Minutes
A 20240710 Governing Board Minutes
A 20240731 DRAFT Special Governing Board Minutes
A ACCJC Accreditation Key Elements - Timeline
A Arizona State Board of Directors for CCs Quit Claim Deed - 1997 - Termination of Patent
Reservation - Gila Pueblo
A ARS 15-784 Vocational Education
A ARS 15-1402 Community College Districts – Requirements - Exceptions
A ARS 15-1402-01 Alternative Organization for Community College Districts
A ARS 15-1409 Community College Tuition Financing District
A ARS 15-1463 State Contribution for Capital Outlay
A ARS 15-1468 Equalization Aid for Community College Districts
A Articles of Incorporation 2003
A Completions Report FY 2020-2024 for ADOC Programs
A EAC 2023 - Comparative County Demographics
A EAC Quit Claim Deed - 1972 - Gila Pueblo
A Earth & Space Flyer - Payson High School
A Facility Maps - All
A Fall 2023 - Student Profile
A Fall 2023 Gila Pueblo and Payson Classes
A Fall 2024 Current Class Schedule
A Formation of District - Resolution No. 02-01-02
A GCPCCD - EAC Amendment to IGA - August 2024
A GCPCCD - EAC IGA - July 2020
A GCPCCD - EAC Operating Agreement - July 2020
A GCPCCD Seeks Public Comment - Payson Roundup
A GCPCCD Seeks Public Comment - Silverbelt - 20240710
A GCPCCD Seeks Public Comment - Silverbelt - 20240718
A GCPCCD Seeks Public Comment for Candidacy Status
A Gila County Board of Supervisors IGA - January 2022
A Gila County Board of Supervisors Presentation - April 2024

A Globe USD Dual Enrollment Fact Sheet 2023-2024
A Hayden Deed
A June 2024 Resolution Regarding Establishing the Gila Community College District
A M3 Services Agreement
A Miami USD Dual Enrollment Fact Sheet 2023-2024
A Payson USD Dual Enrollment Fact Sheet 2023-2024
A Provisional Community College District Status in Arizona
A Quit Claim Deed AZ to County to GCPCCD 2005 & 2012
A Spring 2024 - Student Profile
A Spring 2024 Class Schedule
A The History of Gila Pueblo

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

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)

On April 6, 2024, the District Governing Board (referenced throughout this document as "DGB" or "Board") approved revisions to an accreditation-focused Strategic Plan designed to guide the institution through the immediate challenges of attaining initial accreditation. Along with this Strategic Plan, the Board also approved the College's Vision and Mission Statements. The Vision and Mission Statements are readily available to the College stakeholders on the Gila County Provisional Community College District (referenced throughout this document as "GCPCCD" or "District") website.

However, while developing the ISER, the Board realized this Strategic Plan needed to be revised to be more institution-focused, addressing academic performance, operational effectiveness, and stakeholder engagement. Key Performance Indicators (KPIs) needed to be identified so that goals and objectives could be evaluated and measured to document student success. On July 17, 2024, a Strategic Planning session was held with 14 employees, contractors, and Board members to update the Strategic Plan. The revised Strategic Plan and Mission Statement were approved after review by the Board on July 31, 2024.

The Vision Statement expresses the willingness of GCC to be Gila County's first choice for post-secondary education, including vocational training and job skills. It aims to reach all citizens in Gila County, including those seeking transfer degrees, CTE, dual enrollment, as well as the lifelong learner. Gila Community College's goal is to create economic mobility for the next generation of workers.

Vision Statement

Always looking toward the future, Gila Community College sees itself as. . .

*the pride of the community,
the first choice for post-secondary education,
the first choice for vocational training and job skills enhancement,
the provider of enrichment programs for all ages.*

Gila Community College sees itself as the "hub" for lifelong learning. . .

*valuing diversity and cultural differences,
imagining nothing as impossible, believing all goals are achievable,
holding itself to the highest ethical standards,
through devoted faculty and staff who take pride in their work and share this vision.*

Gila Community College is an organization constantly creating the future.

The Vision Statement indicates that the College will be a source of pride for the community. For example, special events including Payson Adventure Day in conjunction with the Town of Payson, Science, Technology, Engineering and Mathematics (STEM) festivals, and student fundraisers are routinely held at both campuses. Friends of Rim Country, a 501(c)3 whose mission is to provide scholarships for students at the Payson Campus, hosts the annual event, Music in the Garden, which holds concerts every Saturday in August to raise money for scholarships. Friends of Rim Country has provided over 500 students with more than \$160,000 in scholarship since its inception in 2013. Additionally, the Pinal Mountain Foundation in Globe hosts events including the Angel Perez Wings of Hope Show 'N Shine Car Show in conjunction with the Globe/Miami Chamber of Commerce to provide scholarships to students who attend the Gila Pueblo Campus

Mission Statement

Gila Community College District is an exemplary provider of post-secondary education incorporating academic coursework, career development, technical training skills, and life enrichment programs. As an organization focused on lifelong learning and student success, the District strives to:

- *Offer high-quality affordable and student centric educational opportunities through in-person, hybrid, and distance education.*
- *Embrace a culture that espouses diversified and increased enrollments, fiscal sustainability, and continuous quality improvement.*
- *Partner with stakeholders to:*
 - *respond to their evolving needs, and*
 - *contribute to the viability, stability, and economic betterment of its communities.*

Value Statement

Gila Community College adheres to the philosophy that education thrives in a community bound by academic integrity, ethical decision making, and institutional effectiveness. We nurture an environment where all can be heard and seen, and exemplify the following values:

- **Lifelong Learning**
We facilitate an educational pathway for all individuals in our learning community who strive to fulfill their potential in life.
- **Students**
We respect our students' life experiences, value their achievements, and appreciate their contributions to our learning community. They are the reason we exist.
- **Employees**
Our devoted faculty and staff personify the College's vitality and dedication to student success. We respect their life experiences, honor their individual contributions, and encourage their own professional development.
- **Diversity**
We celebrate diversity and the uniqueness of every individual as we work together to accomplish our mission.
- **Academic Freedom**
We respect individual rights and believe all employees and students should speak and act truthfully. We encourage open dialogue and the free exchange of views.
- **Honesty and Integrity**
We believe academic and personal truthfulness are essential, and that all students and faculty should exemplify ethical behavior and decision-making in the learning environment.

- Equity and Fairness
We advocate fair, impartial, consistent, and substantially equitable treatment for all students and employees.
- Responsibility
We expect employees to be accountable for their personal and professional actions, protect individual privacy in confidential matters, and maintain efficient and effective use of resources. We are all responsible for creating a learning environment that is both significant and meaningful.
- Public Trust and Loyalty
We honor the faith and confidence put in us as we prepare students for their role as productive world citizens.
- Excellence
We invite innovation, support creative problem-solving, and encourage risk-taking. We value teamwork, cooperation, and collaboration as integral to all our continuous improvement processes and endeavors.

As the College moves toward independence, the newly formed College Council as indicated in Policy 2012 Standing Committees will review, revise, and present any recommended updates to these three guiding documents for approval by the Board. The review of the documents will take place in conjunction with the annual data review processes built into the budget development cycle per Procedure 3100-PR2 Institution Performance Data Review.

Documentation:

- B.1.1 20240406 Governing Board Minutes
- B.1.1 20240406 Strategic Plan
- B.1.1 20240731 DRAFT Special Governing Board Minutes
- B.1.1 20240731 Strategic Plan
- B.1.1 Adventure on Our College Campus Flyer - Payson
- B.1.1 Music in the Garden Concerts
- B.1.1 Policy 2012 Standing Committees
- B.1.1 Procedure 3100-PR2 Institution Performance Data Review
- B.1.1 Student Fundraiser on Campus - Darius Lorig

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

In February 2024, after extensive dialogue and investigation of several options, the DGB decided it was best to reset its priorities and pursue a very ambitious but necessary goal for GCC. Instead of waiting to begin the accreditation process until after a new educational contractor had been secured, the Board instead determined it would make an immediate and intense effort to become institutionally accredited. Doing so would not only accelerate the opportunity to gain independence for the District, it would also mitigate the sense of urgency in finding another educational contractor.

The seven critical success factors considered key to becoming an independent community college district were outlined as follows:

1. Achieve institutional accreditation
2. Replace former services contractor with new partner
3. Build an organizational and technological infrastructure
4. Maintain adequate financial and physical resources
5. Recruit and engage highly motivated faculty and staff
6. Offer quality programs relevant to student and community needs
7. Assure sustainable student enrollment growth

In essence, the #1 critical success factor on the list gained greater importance and drove GCC to press on with a more focused sense of purpose. On February 21, 2024, the Board unanimously approved the motion to initiate the institutional accreditation process through ACCJC, setting the College on a very promising - yet arduous - pathway.

On April 26, 2024, an ad hoc District Accreditation Team, led by Interim President Lawhorn, completed and submitted the Accreditation Eligibility Application to ACCJC. Upon receiving notice on May 7, 2024, that the ACCJC Eligibility Committee had deemed GCC eligible to proceed, the District Accreditation Team immediately began preparing the application for pre-accreditation (candidacy) and is continuing to build its organizational and technological infrastructure.

As the District progresses toward independent status, integral elements of the Strategic Plan will continue to emerge and evolve. At the next strategic planning session scheduled for Fall 2025, outcomes-based goals with performance objectives to measure the institution's progress will be developed for degree completion, transfer rates, Arizona General Education Curriculum (AGEC) completion, Math and English completion, third-party licensure rates, CTE job placement, and other KPIs.

Additionally, the College will continue to review disaggregated data to be able to identify and close equity barrier gaps. Until candidacy status is achieved, GCC will not be able to receive and distribute Title IV funds. Ensuring this resource is available will be a key priority as it will allow the District to increase the number of students receiving financial aid and better provide equal financial opportunities for all Gila County students. Key Performance Indicators will continue to be identified and other institutional plans including a Master Facilities Plan (MFP) will be created to be used in conjunction with the Strategic Plan (Procedure 3100-PR2 Institution Performance Data Review). As budgeting becomes the full responsibility of the District and it has more control over its resources, the budget will be tied to other institutional plans and the District's budget guidelines will be followed leading to more transparent practices (Procedure 3100-PR1 Annual Budget - Guidelines and Process).

Documentation:

- B.1.2 20240221 Governing Board Minutes
- B.1.2 20240426 Accreditation Eligibility Application
- B.1.2 20240507 Eligibility Decision
- B.1.2 20240731 Strategic Plan
- B.1.2 Procedure 3100-PR1 Annual Budget Process and Guidelines
- B.1.2 Procedure 3100-PR2 Institutional Performance Data Review

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)

Program Offerings and Enrollment

For over 20 years, GCPCCD and Eastern Arizona College (referenced throughout this document as "EAC") have had a contractual agreement to offer residents in Gila County a multitude of educational programs. Based on facilities, equipment, resources, and qualified faculty, the GCC communities embraced the top programs in FY 2023.

FY 2023 - Top Program Enrollment			
Program	Credits	Major	Headcount
Art (AA)	61	60402	19
Degree-seeking - Undeclared Major	64	10001	1045
Education - Elementary (AA)	60	60201	13
General Studies (AGS)	64	50000	203
General Technical Studies (AAS)	60	20613	19
Liberal Studies (AA)	60	60000	18
Medical Assistant Certificate	36	30704	25
Non-degree seeking - Personal Interest		10000	571
Non-degree seeking - Updating Vocational Skills		19999	33
Nursing - RN and BSN Track Option (AAS)	72	20702	140
Nursing Assistant Certificate	16	30706	11

As online courses became more prolific, faculty on all campuses taught online classes giving students in the rural communities greater opportunities for degree and certificate completion. This allowed students in rural Gila County areas to complete programs of study like Art and Elementary Education without exacerbating transportation issues, work schedules, and/or family/parental obligations.

The programs with the greatest number of completers for the past three years, length of program, and credits required are listed below:

Program	FY 23 Awarded	FY 22 Awarded	FY 21 Awarded	Credits Required	Length of Program
HVAC-R CERTIFICATE	31	13	1	16	1 Year
GENERAL STUDIES AA	26	18	25	60	2 Years
PHLEBOTOMIST TECH CERTIFICATE	21	20	16	28	1 Year
NURSING AAS	20	28	26	69-75	2 Years
NURSING ASSISTANT CERTIFICATE	19	10	12	16	1 Year
MEDICAL ASSISTANT CERTIFICATE	16	15	16	38	2 Years
CONSTRUCTION TECH CERTIFICATE	12	N/A	N/A	N/A	1 Year
GEN TECH STUDIES AAS	8	2	2	60	2 Years
HVAC-R AAS	8	13	N/A	64	2 Years
WELDING TECHNIQUES CERTIFICATE	7	N/A	N/A	18	1 Year
ADVANCED HVAC-R CERTIFICATE	12	12	N/A	18	1 Year
LICENSED PRACTICAL NURSE	4	8	4	47	1 Year
DENTAL ASSISTING	2	8	10	29	2 Years HS/1 Year

Based on this information and the commitment from faculty and staff, GCC has developed courses for the degrees and certificates listed below. Approval for courses and curriculum are submitted to the DGB. Courses, programs, and Course and Program Learning Outcomes (CLOs/PLOs) are currently being added to the 2025-2026 GCC catalog. Students will also be able to earn a General Technical Studies Associate of Applied Science (AAS) degree with a minimum of 18 credits in General Education courses and the completion of a certificate and/or some additional electives. Approximately 200 courses and curricula were developed and approved by the Board at its July 10, 2024, and July 31, 2024, meetings. The College is in the process of applying to the Arizona State Board of Nursing for approval to offer a Nursing program.

Certificates of Proficiency	Transfer Degrees
AGEC	General Studies, AGS
Advanced HVAC-R Technician	Elementary Education, AA
Agriscience	
Automotive Maintenance	
Automotive Technician	
Basic Building Trades	AAS Degrees
Basic Marketing Management	Cosmetology, AAS
Construction Technology (Prison Program)	HVAC-R Technologies, AAS
Cosmetology	General Technical Studies, AAS
Cosmetology Hairstyling	Welding Technology, AAS
Cosmetology Instructor	
Cosmetology Nail Technician	
Culinary Fundamentals	
Dental Assisting Specialist	
Early Childhood Education	
Emergency Medical Technician	
Fire Science I	
Fire Science II	
HVAC-R	
Medical Assistant	
Nursing Assistant	
Patient Care Technician	
Phlebotomy Technician	
Theater Production	
Welding Manufacturing Fundamentals	
Welding Technology	

General Education Offerings

A review of the current General Education courses taught (in-person, online, and dual enrollment) in Gila County alongside the new 2025 AGECE requirements necessitated a revision from the current courses. As a result, approximately 40 General Education courses were approved at the July 10, 2024, Board meeting to ensure GCC's General Education offerings are aligned with the updated AGECE categories and can be transferred to the Arizona universities as this is imperative to the dual enrollment high school and transfer programs. Conversations with all three Arizona public universities (University of Arizona, Arizona State University, and Northern Arizona University) and AZTransfer, indicate that GCC courses will be able to be articulated through the state's Arizona Course Equivalency Tracking System (ACETS) and accepted for transfer if GCC receives Candidacy

Status and becomes a member of the AZ Transfer Steering Committee. Additionally, as a member of AZTransfer, GCC will have access to information from the Arizona State System for Information on Student Transfer (ASSIST) database which will provide enrollment and degree information on students attending Arizona's public universities after previously attending GCC.

The new General Education categories are listed below and in Policy 4031 General Education Course Criteria:

- Written and Oral Communication (6-10 credits; the first 6 must be Composition/Technical Writing, and the remaining 3-4 credits can be in Communication Studies or Languages)
- Arts & Humanities (6-9 credits)
- Quantitative Reasoning (3-4 credits)
- Natural Sciences (4-8 credits)
- Social & Behavioral Sciences (6-9 credits)
- Institutions of the Americas (3 credits)

The Nursing AAS two-year program has been taught at both campuses in Gila County for the past seventeen years. The College is in conversation with the Arizona State Board of Nursing to determine the process of teaching a Certified Nursing Assistant program and a Nursing AAS degree as early as Fall 2025. An additional 10-15 General Education courses specifically for AAS degrees will also be developed.

Learning Outcomes, Assessment, and Feedback

The provision of a quality education that empowers students to achieve their goals is central to the GCC Mission Statement. The College is dedicated to assessing, analyzing, and continuously improving Student Learning Outcomes (SLOs) to ensure students are well-prepared for the opportunities and challenges they will face throughout their studies, their careers, and their lives. The six, Board-adopted Institutional Learning Outcomes (ILOs), codified in Policy 4005 Institutional Learning Outcomes, articulate measurable knowledge and skills that serve as the foundation for student success and all students, regardless of program, will be expected to master. These ILOs will guide individual departments and disciplines in the development of learning outcomes for programs and courses that shape decision-making processes at the classroom level.

Students will demonstrate mastery through a variety of course assignments and tasks that incorporate industry-specific concepts and knowledge. For example, healthcare students may develop and demonstrate communication skills through charting patient records and relaying vital statistics for a patient, automotive students may prepare customer estimates and invoices, and welding students may be evaluated on their welding techniques and skill level.

In the past, graduation surveys, the Collegiate Assessment of Academic Proficiency (CAAP) exam, and the Graduate Outcomes Assessment (GOA) have been administered and utilized to provide additional assessment of learning outcomes. While this data has not been disaggregated for Gila County campuses in the past, GCC developed its own graduate exit survey to assess SLOs as well as provide a means for gathering demographic information and eliciting feedback from the students. The College plans to utilize this tool to ensure ILOs are mapped to the appropriate programs and support the Mission Statement. The first of these graduate exit surveys was administered in May 2024. Unfortunately, the participation was dismal. Faculty and staff will need to determine more appropriate and effective ways to reach students and gather feedback.

The EAC course evaluation system provides all students the opportunity to evaluate every course and instructor at the end of each term, providing feedback on instructor effectiveness, preparedness, grading, and course materials. These evaluations allow for a valuable assessment of course outcomes and ILOs from the student's perspective. Sample course evaluations and individual instructor results are provided. A system to allow students to evaluate faculty, CLOs, and ILOs will need to be developed for GCC.

Course Learning Outcomes are assessed according to the identified assessment mode on the course outline, which may be a final exam, portfolio, capstone project, standardized exam, industrial certification, or other approved mode of assessment. Competencies are also listed on all course outlines. The College will utilize Campus Cafe to create its course outlines in a similar fashion to include lecture/lab ratio, number of credits, General Education category, prerequisites, assessment mode, CLOs, and any other pertinent information needed to include the course in the catalog and schedule.

Currently, an annual review for each academic program, designed to assess student learning and determine whether Course and Program Learning Outcomes are being met, is completed by GCC faculty. This review is intended to improve academics through the process of collecting and analyzing evidence relative to quality, shared reflection regarding a program's current status and future direction, and feedback through administrative review. A comprehensive program review will be conducted for all programs on a 3-year cycle. During the FY 2025-2026 year, College faculty will have the opportunity to critique and revise the annual and comprehensive program review previously used. Faculty will review best practices to ensure the process is to self-reflect on each program, looking at the appropriate KPIs including alignment with the GCC Mission, labor market/advisory committee feedback, enrollment, placement, graduation/completion rates, third-party credentials, costs, etc. Additionally, students, because of their ties to their instructors and the campuses, often communicate with faculty and instructors, anecdotally sharing their licensure pass rates, transfer status, employment status, and other life and educational successes.

Occupational Advisory Committee meetings have been held at both Gila County campus locations since October 2021. Faculty lead the meetings and receive valuable information from business owners, past students, community leaders, and employers regarding programs and courses. Faculty are kept abreast of changes in industry standards, equipment, and current salaries. They also learn how their previous students are performing in the workplace, skills they may need to retool or update, shortages within the industry, and how best to meet the needs of the businesses and industries in their areas. Employers are provided information about new educational standards or changes in the curriculum, persistence, graduation and completion rates, and the process of assessing PLOs. Employers inform faculty and staff of upcoming needs and may request workshops, short-term courses, and programs to be considered. They may also provide input on the PLOs. These meetings and ensuing discussions are a valuable piece of the assessment process for the occupational programs. Per Policy 4035, Occupational Advisory Committees, annual advisory committee meetings will continue to be held at both campuses to receive broad stakeholder input.

Documentation:

- B.1.3 2024 Graduate Exit Survey
- B.1.3 20240710 Governing Board Minutes
- B.1.3 20240731 DRAFT Governing Board Minutes
- B.1.3 AAS GE Courses for AAS Degree Only
- B.1.3 AGECE - Dual Enrollment
- B.1.3 CNA FY 2022 Program Evaluation Summary - Payson Campus
- B.1.3 Comprehensive Program Portfolio Template
- B.1.3 EAC Sample Graduate Exit Survey
- B.1.3 ENG 102 Course Evaluations Results Spring 2023 - Payson Instructor
- B.1.3 Final Course Outline Template
- B.1.3 Gila Pueblo Occupational Advisory Committee Meeting Minutes October 2023
- B.1.3 Payson Nursing Occupational Advisory Committee Presentation October 2023
- B.1.3 Payson Occupational Advisory Committee Meeting Minutes October 2023
- B.1.3 PLOs Degrees and Certificates
- B.1.3 Policy 4005 Institutional Learning Outcomes
- B.1.3 Policy 4031 General Education Course Criteria

B.1.3 Policy 4035 Occupational Advisory Committees
B.1.3 Program Portfolio Annual Program Updates - Campus Programs
B.1.3 Sample ENG 102 EAC Course Evaluation Preview

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)

Similar to most community colleges, GCC provides academic offerings and skills training to prepare students for the workplace or transfer to four-year colleges and universities. More specifically, the GCC Mission is built on three distinct foundational pillars:

- 1) Academic Performance
- 2) Operational Effectiveness
- 3) Stakeholder Engagement

Through a campus-wide participatory approach, the College will rely on a cross-section of faculty and staff to prepare, review, assess, and report on the various planning documents and procedures. While the College is still developing the planning and evaluation framework, many dedicated employees have consistently contributed to the ongoing decision-making processes that impact the overall student experience on the Gila Pueblo and Payson Campuses.

As detailed in Section B.4.2, a College Council, composed of administrators, staff, and faculty members, will be created to direct and allocate resources to support the College's Strategic Plan and MFP as described in Procedure 3100-PR2, Institution Performance Data Review. This Council is primarily responsible for assuring that all major decisions align with the College's Vision, Mission, and Values Statements. By setting meaningful benchmarks focused on financial sustainability, solution-based innovations, and continuous improvement measures, stakeholders can be assured that all aspects directly related to the student experience are integrated and purposeful.

Educational Opportunity through Conscientious Resource Allocation

Based on the current IGA and Operating Agreement, EAC will retain direct oversight for both business and academic operations until the contractual relationship between the two institutions ends on June 30, 2025. With that deadline in mind, several steps have been taken to ensure the transition will be as seamless as possible. The Interim President, District Governing Board President, consultants and accountant have been working with the District's Certified Public Accountant (CPA) and Legal Counsel to position the District to assume full responsibility for all operational functions associated with being an independent community college.

Supportive systems, tools, and personnel are expected to be in place by March 31, 2025. The College Council will have primary oversight of GCC financial resources to ensure allocations are made in the best interest of Gila County taxpayers to provide a sustainable and well-deserved educational future for its citizens.

Quality Assurance through Creative and Continuous Quality Improvement

Currently, faculty on the Gila Pueblo and Payson Campuses submit Instructional Program Portfolio reports at the end of each academic year. Comprehensive Program Portfolios are also submitted on a three-year rotating basis. Annual portfolios review program data, analyze that data, and make data-driven plans to strengthen each program. Student Learning Outcomes at the course level, PLOs, and ILOs are assessed systematically as determined in each program's annual report. Action plans based on assessment data and subsequent analysis are summarized within each program's annual update. Student achievement and demographic data are provided for each program.

Faculty utilize this data to gauge the effectiveness of each program and determine if any components require improvements or changes. For instructional programs, the data include retention, persistence, and completion. Collegial dialog within the specific program allows faculty to address identified concerns, offer solutions, and set goals. The analysis of quantitative data, coupled with SLO assessment analysis and qualitative information, exhibits program accomplishments as well as identifies areas for improvement

The District consistently assesses its progress toward achieving stated goals and making decisions for continuous improvement through an ongoing and systematic cycle of evaluation, planning, resource allocation, implementation, and reevaluation. Progress reports regarding goals and objectives, supportive data, innovative practices and initiatives, and highlights of successes will be presented to the public on its website with input from administrators, faculty, staff, and stakeholders.

Response to Community Needs through Stakeholder Communication

The District recognizes the importance of consistent communication with its students or clients, and its external constituents or customers. Currently, comprehensive disaggregated data regarding graduation rates, university transfers, completions, and occupational job placement rates is available now and other data points including third-party licensure pass rates, course completion, and distance education enrollment will be measured and analyzed in the future. While current job placement data is generally anecdotal, the Customer Relation Management (CRM) component of the new GCC Student Information System (SIS) will enable the College to create a job placement/career database to track longitudinal data for certificate and degree completers.

Occupational Advisory Committees meet annually or semi-annually in both the Payson and Globe service areas. These gatherings give College representatives an opportunity to dialogue with community leaders and stakeholders in regards to updated economic forecasts, resulting employment trends, and projected educational and training needs. As the District moves closer to independence, both formal and informal communication opportunities will be expanded.

Documentation:

- B.1.4 2018-2022 EAC Graduation Rates - Transfers
- B.1.4 20240731 Strategic Plan
- B.1.4 Comprehensive Program Portfolio Template
- B.1.4 GCPCCD - EAC Amendment to IGA - August 2024
- B.1.4 GCPCCD - EAC IGA - July 2020
- B.1.4 GCPCCD - EAC Operating Agreement - July 2020
- B.1.4 Payson Occupational Advisory Committee Meeting Minutes October 2023
- B.1.4 Policy 4012 Standing Committees
- B.1.4 Procedure 3100-PR2 Institution Performance Data Review
- B.1.4 Program Portfolio Annual Updates - GCPCCD Campus Programs

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)

As previously noted in Sections B.1.3 and B.1.4, GCC holds itself accountable for achieving its Vision, Mission, and Values through continuous quality improvement. Communication is disseminated throughout the District in the form of emails, announcements, meetings, and the District's website. With an 85-mile distance between the Gila Pueblo and Payson Campuses, faculty, staff, and administrators rely heavily on the Zoom communication tool for the majority of District-wide meetings. A monthly President's Newsletter is in development to share with faculty and staff in order to promote honesty, transparency, and inclusion within the College's culture.

Currently, Associate Directors from the Payson and Gila Pueblo Campuses take part in monthly EAC Administrative Cabinet meetings, bringing information back to other campus employees as well as to the GCPCCD Board in the form of a written report. The Senior Dean and Financial Coordinator for the Gila County campuses also communicate pertinent information to staff and faculty, and to the DGB in a monthly written report.

As the contractual relationship with EAC winds down, DGB members look forward to having senior administrators participate in monthly meetings once again. District personnel, students, and community members have always been welcome to attend these open meetings. Minutes from all previous District Governing Board meetings and recent meetings are readily made available, and budget reports and other financial materials, current and past, are posted to assure financial transparency and accountability.

At the May 22, 2024 Board Meeting, the District approved the acquisition of Simbli, a board document management software program. The District Policies and Procedures Manual, Employee Handbook, and other appropriate materials and information will be made available to the public via the new District Governing Board website.

In the very near future, Strategic and MFP updates, accreditation documents, learning outcome data, program reviews, meeting minutes, survey results, budgets, press releases and other relevant information will be disseminated in person or shared on the District website. As GCC moves forward, personnel will continue to utilize Town Halls and Public Forums to engage with stakeholders and to create a sense of pride and collective ownership for the College.

Documentation:

- B.1.5 20240430 Financial Report
- B.1.5 20240508 Gila Pueblo Campus Board Report
- B.1.5 20240508 Payson Campus Board Report
- B.1.5 20240508 Senior Dean Board Report
- B.1.5 20240522 Governing Board Minutes
- B.1.5 20240731 Strategic Plan
- B.1.5 Board Policies and Procedures Manual
- B.1.5 Employee Handbook
- B.1.5 July 2023 Town Hall - Gila Pueblo & Payson Campuses
- B.1.5 June 2024 - Special Board Meetings - Public Invited

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. (ER 3, ER 9, ER 12)

Programs and courses offered in Gila County are congruent with the Gila Community College (referenced throughout this document as “GCC” or “College”) Mission to provide quality academic coursework, CTE, and enrichment courses for all County residents. The GCC Academic Catalog lists the robust offerings available to students across Gila County locations, and previous academic catalogs demonstrate the institution’s capacity to offer high quality programs that meet expected learning outcomes in various modes of delivery.

Career and Technical Education Programs

Career and Technical Education programs provide a seamless transition for students training to enter the workforce, addressing vital workforce needs in Gila County such as Welding, HVAC, Cosmetology, and Business. The Welding program is an essential contributor to various industries such as the mining operations in central and southern Gila County, providing a qualified and experienced workforce from which these employers can draw. The HVAC program provides a new pipeline of technicians in response to higher consumer demand and to replace an aging workforce that is cycling out. The Cosmetology programs have graduated full cosmetologists, hair stylists, and nail technicians who have secured local employment providing a sought-after service in each part of the county. The Business program equips small business owners and their employees with training in organizational, interpersonal, and technical business skills.

The Nursing program plays a crucial role in addressing the healthcare needs of Gila County and the entire state of Arizona. Amidst the ongoing nursing shortage, both campuses are pivotal in producing competent graduates ready to join the demanding yet rewarding healthcare workforce. The program has earned recognition as Arizona’s top Nursing program, boasting the highest NCLEX pass rate among Associate Degree Programs in 2022 at 100%. Furthermore, it holds the record for the highest average NCLEX pass rate from 2019-2022, at 98.71%. As of 2024, the program maintains its commitment to excellence, as evidenced by another year of a 100% NCLEX pass rate.

Medical Assistant, Phlebotomy, Dental Assisting, LNA, and EMT certificate earners add to the well-qualified workforce in Gila County. Further, to meet the needs of the community, courses at the Gila Pueblo and Payson Campuses are offered during the day, evening, and weekends as needed.

With the Eastern Arizona College (referenced throughout this document as “EAC”) contract ending June 30, 2025, EAC will not allow programs to be offered on the Gila County campuses that students would not be able to complete by June 30, 2025. Additionally, EAC will not allow any new courses or programs to be developed. To help meet this challenge, CVIT and FMI are working together to offer a high school Electrical Installation program through the CTED. The program will be taught by journeymen electricians from FMI at the RTC in Miami. High school students will earn high school credit. If GCC is accredited, the College plans to offer an Industrial Electrician program similar to the one offered at the Gila Institute of Technology.

General Education for Dual Enrollment

Students at both District campuses as well as high-school dual enrollment students are able to complete the AGECE, which provides a general education core for five transfer associate degrees; Associate in Arts (AA), Associate in Business (ABus), Associate in Science (AS), Associate in Arts in Elementary Education (AAEE), and Associate in Arts in Fine Arts (AAFA). This allows students to earn a certificate that can be transferred to any of the three public state universities in Arizona as a block of credit that meets all undergraduate general education requirements.

Dual enrollment courses have been offered at the Globe, Miami, and Payson High Schools for many years by GCC's qualified and dedicated faculty. Globe High School is one of the most diverse campuses that College faculty serve with nearly 70% of the high school considered minority enrollment and 46% of the students economically disadvantaged. Additionally, Miami High School's minority enrollment is 67% with 49% of the students economically disadvantaged. Payson High School in the northern part of the county has a minority enrollment of 33% and 40% of its students are economically disadvantaged.

Students throughout the District can take up to six credits of dual enrollment courses at no cost per the GCPCCD scholarship, which is paid for by the Board to help these students begin their academic careers debt-free. Furthermore, Aspire Arizona provides Payson students with the opportunity to take additional General Education courses, also at no cost to the student. Hundreds of students have taken advantage of this opportunity over the last several years and thousands of credits have been earned.

Curriculum Processes and Learning Outcomes

To fulfill GCC's Mission of offering "high-quality, affordable, and student-centric educational opportunities through in-person, distance education, and e-learning environments," GCC maintains curriculum processes that reflect generally accepted practices. Initial course offerings and curricula were created based on courses and programs being taught on the campuses. Procedures 4020-PR1 Course Outlines and 4020-PR2 Curriculum Processes have identified the procedures that will be used for creating and revising new curricula and courses. A Curriculum Committee will be established in July 2025 and follow these newly established procedures for creating, revising, and deleting curricula and courses.

Degree and certificate programs are outlined in the GCC Catalog, maintain appropriate levels of quality and rigor, and are of sufficient content and length. Course learning outcomes have been identified for all courses and programs. These outcomes meet the criteria for upper and lower-division courses as determined by AZTransfer and are assessed and analyzed by discipline faculty as part of the annual program and department portfolio review process (Procedure 3100-PR2 Institution Performance Data Review). This assessment process allows for continuous improvement and ensures the College's educational programs are of sufficient rigor and quality while keeping student success as GCC's central focus.

On May 22, 2024, the District Governing Board (referenced throughout this document as "DGB" or "Board") approved contracts for Campus Cafe as the SIS and Clean Catalog as the College's catalog program. As GCC is currently drafting programs and certificates, all courses and programs will go to the DGB for approval. Courses will follow the General Education requirements (Policy 4031 General Education Course Criteria) that meet the criterion for the revised AGECE which goes into effect in Fall 2025. An additional 10-15 General Education courses specifically for AAS degrees are also being developed. The College's degree and certificate programs all have PLOs listed, as well as the curriculum requirements and General Education requirements for each, demonstrating how each has the appropriate depth, breadth, and achieves expected learning outcomes.

Distance Education

With the proliferation of online courses exacerbated by COVID, GCC campuses have the capacity to offer a greater number of degree and certificate programs supplemented by online education. All full-time faculty have utilized multiple Learning Management System (LMS) programs over the years and are experienced in teaching online. On June 26, 2024, the Board approved the Brightspace/D2L contract which will go into effect October 1, 2024. This will provide ample time to integrate this software with Campus Cafe's SIS. Brightspace/D2L will provide training opportunities for faculty for online and supplemental instruction. Pending the granting of candidacy status, GCC will submit a Substantive Change Application to request approval to teach distance education courses. The College has Distance Education procedures in place (Procedure 4040-PR1 Distance Education Course Criteria) that demonstrate how these offerings will meet federal requirements and also outlines procedures for course approval, development, and review.

Because it is often challenging to find qualified faculty to teach in rural Arizona and the 85-mile distance between the campuses makes it difficult for students to commute, many of the General Education courses in Gila County can be taught either online or as "hybrid" courses that combine online with in-person learning. The College has the capacity, students, facilities, equipment, and qualified faculty to deliver three (3) transfer degrees, nine (9) AAS Degrees, and twenty-seven (27) Certificates of Proficiency, supplementing some of the programs with online courses to meet the needs of the entire county. This includes dual enrollment high school CTED programs. As programs grow and additional faculty are hired, campuses will continue to increase their offerings, including online programs, to the residents of Gila County. Prior to offering new programs, faculty will follow the procedures and conduct a feasibility study as outlined in Procedure 4020-PR2 Curriculum Processes.

The College recognizes the need to increase data collection efforts at the course level, including dual enrollment offerings, to allow for increased accuracy in assessing learning outcomes and student achievement. This will require increased faculty training, generating reports for analysis, and disaggregating and analyzing data. Moving forward, the College will ensure certain employees have designated data gathering, analyzing, and reporting responsibilities, aligning with the GCC Strategic Plan.

Documentation:

- B.2.1 2023-2024 Academic Catalog
- B.2.1 20240410 Governing Board Minutes
- B.2.1 20240522 Campus Cafe - SIS - Master Services Agreement
- B.2.1 20240522 Governing Board Minutes
- B.2.1 20240523 Clean Catalog Software License Agreement
- B.2.1 20240626 Governing Board Minutes
- B.2.1 20240731 Strategic Plan
- B.2.1 AGECE Certificate - Payson
- B.2.1 Aspire Data
- B.2.1 BIO 181 Course Outline
- B.2.1 D2L - Brightspace Contract - June 2024
- B.2.1 Faculty Credentials ALL GCC
- B.2.1 GE Courses - AAS Degree Only
- B.2.1 High School Dual Enrollment AGECE Letter
- B.2.1 NCLEX Pass Rates 2019-2024
- B.2.1 Policy 2012 Standing Committees
- B.2.1 Policy 4031 General Education Course Criteria
- B.2.1 Procedure 3100-PR2 Institution Performance Data Review

- B.2.1 Procedure 4020-PR1 Course Outlines
- B.2.1 Procedure 4020-PR2 Curriculum Processes
- B.2.1 Procedure 4040-PR1 Distance Education Course Criteria
- B.2.1 Program 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. (ER 3, ER 9, ER 11, ER 14)

Designing, Communicating, and Assessing Learning Outcomes

Faculty and other appropriate stakeholders play a central role in designing and delivering academic programs that support equitable opportunity for student success while also reflecting discipline and industry standards. Policy 4005 Institutional Learning Outcomes articulates measurable knowledge and skills that will serve as the foundation for this success. These ILOs guide faculty in the development of learning outcomes for programs and courses, shaping decision-making processes at the classroom level. Further, these ILOs and PLOs are accurately aligned with individual courses.

Program learning outcomes are listed for each certificate and degree, along with curriculum, curriculum-related, and General Education requirements. Student Learning Outcomes are determined by faculty collaboration and listed on all course outlines, utilizing the GCC Course Outline Template. Student Learning Outcomes at the course level are assessed according to the faculty-selected assessment mode on the course outline, which may be a final exam, portfolio, capstone project, standardized exam, industrial certification, or other approved mode of assessment. Course outlines are reviewed on a 3-year cycle to allow for reflection on outcomes, assessment, and industry relevance.

Faculty are required to list SLOs on their course syllabi and make these available to all students. Further, faculty are encouraged to develop appropriate assessment tools such as pre/post tests, capstone projects, and rubrics that target these outcomes specifically, producing assessment data that demonstrates successful student achievement in these areas, as well as identifying any gaps in student learning at the course level.

The GCC Program Portfolio Review Template encourages faculty to assess student attainment of SLOs at the course and program level and communicate how this data will inform changes moving forward. In Section B, titled, "Teaching and Learning," the Portfolio Review asks faculty to "Summarize efforts/processes to review course designs and curricula including updates and/or plans to update curricula" as well as justify these changes with documentation such as Articulation Task Force (ATF) or Advisory Committee Meeting minutes. The Program Portfolio Review asks faculty to reflect upon course parity between GCC offerings and similar courses taught at other institutions and the clarity of course objectives. The Portfolio Review also asks faculty to list SLOs, describe how these outcomes are assessed, and explain how the program ensures both full-time and part-time faculty are involved in assessing SLOs. It further requests a summary of professional development opportunities made available to faculty to ensure they stay up-to-date with industry standards as well as advances in their particular field.

These requirements reflect an institution-wide commitment to and faculty involvement in designing curricula and programs that reflect industry standards. The Program Portfolio Review process and the course outline template both focus on communicating, reflecting on, and assessing student achievement of learning outcomes. Faculty review and analyze assessment data, allowing new best practices to emerge that can inform effective modifications to SLOs and improving academic program offerings.

Commitment to Discipline and Industry Standards

Further demonstrating the institution's commitment to reflecting discipline standards, all General Education offerings at GCC adhere to Arizona's state-wide AGECE standards, ensuring offerings meet the academic rigor expected at the college level. If candidacy status is achieved, GCC will be permitted to join AZTransfer and will then send faculty in specific disciplines to the annual ATF meetings. One ATF representative from each discipline will represent both campuses at annual meetings to ensure GCC's academic offerings meet requirements for transfer and are informed of curriculum revision and development at the state level. These ATF representatives will be responsible for communicating changes across the campuses. The Academic Standards Committee, which will meet regularly to discuss student petitions for credit transfer and substitution, will be composed of cross-discipline faculty members to ensure a broad array of perspectives and expertise in curricular matters.

Occupational Advisory Committee meetings have been held annually at both GCPCCD campus locations since October 2021 and will be held annually as established by Policy 4035 Occupational Advisory Committees. As demonstrated in the minutes from the most recent meetings on both the Gila Pueblo and Payson Campuses, faculty lead the meetings and receive valuable information from business owners, past students, community leaders, and employers regarding curriculum and courses. These meetings ensure faculty are kept abreast of changes in industry standards, equipment, and current salaries. Faculty also learn how previous students are performing in the workplace, what skills they may need to retool or update, shortages within the industry, and how best to meet the needs of the businesses and industries in their areas. Additionally, employers are provided information about new educational standards or changes in the curriculum, persistence, graduation, and completion rates, and the process of assessing PLOs. Employers inform faculty and staff of upcoming needs and may request workshops, short-term courses, and programs to be considered. They may also provide input on the PLOs. These meetings and ensuing discussions are a valuable piece of the assessment process for the occupational programs.

Equitable Attainment of Educational Goals

As demonstrated in their credentials, GCC faculty meet or exceed the minimum qualifications for their disciplines (Procedure 5012-PR3 Faculty Credentialing Guidelines). Faculty members possess the qualifications and experience to support GCC institutional educational programs, including the Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Elementary Education (AAEE) degrees, a wide variety of career-ready Certificates of Proficiency, as well as meet the requirements for the AGECE certification. Additionally, sufficient faculty are available to provide dual-enrollment offerings at local high schools as well as online offerings.

To meet the needs of the community and further support equitable attainment of educational goals, courses at the Gila Pueblo and Payson Campuses are offered during the day, evening, and weekends as needed. Full-time faculty communicate regularly to best arrange their schedule and avoid overlap of General Education courses. Courses necessary to students in the nursing program are not overlapped. A review of the Spring 2024 course schedule demonstrates that the number of full- and part-time faculty at GCC is sufficient to provide educational programs on the Gila Pueblo and Payson Campuses to students with a variety of scheduling and accessibility needs.

Because it is often challenging to find qualified faculty to teach in rural Arizona and the 85-mile distance between the campuses makes it difficult for students to commute, many of the General Education courses in Gila County are being taught either online or as a “hybrid” course that combines online with in-person learning. For example, when the Gila Pueblo Campus lost its math instructor, the Payson Campus math faculty offered several math classes via Zoom to students at the Gila Pueblo Campus. The use of Zoom has allowed classes to be taught that would have otherwise been canceled. Zoom also provides an opportunity to teach one section of a course to students on two campuses, no matter the distance. Gila Community College continues to find innovative ways to ensure students at both campuses have educational opportunities available to them.

Documentation:

- B.2.2 AGECE Redesign – Category, Credit Ranges, and Criteria
- B.2.2 Allied Health Occupational Advisory Committee Agenda
- B.2.2 CHM 130 CO
- B.2.2 Comprehensive Program Portfolio Template
- B.2.2 Course Sequencing Guides
- B.2.2 Dual Enrollment Offerings - Gila County
- B.2.2 ENG 102 Research Paper Rubric
- B.2.2 ENG 221 222 Midterm and Final Essay Rubric
- B.2.2 Faculty Credentials - ALL GCC
- B.2.2 Final Course Outline Template
- B.2.2 Occupational Advisory Committee Guidelines
- B.2.2 Occupational Advisory Committee Invitation - Payson
- B.2.2 Occupational Advisory Committee Minutes - Both Campuses
- B.2.2 Policy 2012 Standing Committees
- B.2.2 Policy 4005 Institutional Learning Outcomes
- B.2.2 Policy 4035 Occupational Advisory Committees
- B.2.2 Procedure 4020-PR3 Course Outline Formatting Guidelines
- B.2.2 Procedure 5012-PR3 Faculty Credentialing Guidelines
- B.2.2 Program Learning Outcomes
- B.2.2 Spring 2024 Current Class Schedule
- B.2.2 Syllabus Template

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. (ER 12)

General Education Philosophy

Policy 4030 General Education Statement makes it clear that the General Education program at the College is rigorous and engages students in the development of broad knowledge, skills, and competencies:

General Education courses at GCC require the exercise of thoughtful and precise writing, critical reading, quantitative thinking, and processes of analysis and synthesis which underlie valid reasoning. This academically rigorous pattern of coursework provides, as stated in the AZTransfer Statement of Values, ‘a structure in which the accumulation of knowledge and the practice of disciplined, independent thinking combine to provide students with the understanding and tools that are the hallmark of a college education.’

The College actively ensures its General Education courses allow students to achieve comprehensive learning outcomes across degree programs. The College follows Policy 4031.00 General Education Course Criteria to ensure broad knowledge, skills, and competencies are included in its General Education framework. Specifically, the policy states that “all Gila Community College (GCC) General Education courses are at a consistent level of academic rigor appropriate to higher education and can satisfy the requirements for transfer under the Arizona General Education Curriculum (AGEC) redesign, effective Fall 2025.”

General Education Framework

The College incorporates a substantial General Education component into all of its degree programs. Ensuring breadth of knowledge and promoting intellectual inquiry, Policy 4031 General Education Course Criteria establishes clear standards for GCC General Education courses overall as well as General Education criteria for the six individual program areas listed under the AGEC redesign.

The AGEC is a common structure for a transfer General Education curriculum agreed upon by Arizona public community colleges and universities. This curriculum provides students attending any Arizona public community college with the opportunity to build a General Education curriculum that is transferable upon completion without loss of credit to another Arizona public community college or university. The redesigned AGEC is a 32-35 semester-credit certificate program. According to AGEC guidelines, Policy 4031 General Education Course Criteria includes the following six categories with a credit range between 32 and 35 credits:

- Written and Oral Communication
- Arts & Humanities
- Quantitative Reasoning
- Natural Sciences
- Social & Behavioral Sciences
- Institutions of the Americas

Designed to articulate with different academic majors, the degrees to which this policy applies include five transfer associate degrees: Associate in Arts (AA), Associate in Business (ABus), Associate in Science (AS), and Associate in Arts in Elementary Education (AAEE), and Associate in Arts in Fine Arts (AAFA). This allows students to earn a certificate that can be transferred to any of the three public state universities in Arizona as a block of credit that meets all undergraduate general education requirements. Upon completion of the AGEC, GCC will certify achievement on the student’s academic transcript.

Policy 4005 Institutional Learning Outcomes also reflects the intended General Education competencies and provides a means to assess the accomplishment of the General Education framework. This policy states, “The Institutional Learning Outcomes (ILOs) articulate measurable knowledge and skills that serve as the foundation for success in society and in the student’s discipline or vocation.” These ILOs were developed through a collaboration between faculty and administration, are deliberately designed to integrate and support the AGEC requirements, and include the following:

- Communication
- Critical and Creative Thinking
- Diverse and Global Perspectives
- Information Literacy
- Quantitative Reasoning
- Scientific Literacy.

The College plans to ensure its ILOs (Policy 4005: Institutional Learning Outcomes) are mapped to the appropriate programs and support the GCC Mission Statement. All programs will have defined learning outcomes in the curriculum along with the degree or certificate requirements. Gila Community College's ILOs and PLOs will be aligned with individual courses and learning outcomes will be listed in each course outline. The College intends to involve faculty and administrators in a coordinated annual review process in which faculty will review and analyze assessment data alongside General Education learning outcomes, and new best practices may emerge. The overall goal is to ensure GCC's General Education offerings remain current and rigorous, and that all stakeholders see the value of these outcomes.

Documentation:

B.2.3 AGECE Certificate - Payson

B.2.3 AGECE Redesign - Categories, Credit Ranges, and Criteria

B.2.3 Final Course Outline Template

B.2.3 GCC Annual Review Process

B.2.3 Policy 4005 Institutional Learning Outcomes

B.2.3 Policy 4030 General Education Statement

B.2.3 Policy 4031 General Education Course Criteria

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Gila Community College continually improves the many communication forms used to reach students, employees, local businesses owners, community members, regional and state compliance offices. While increasing the number and types of communication forms, the College considers the needs of each audience. Using multiple platforms, GCC communications include, but are not limited to, the following:

- Program/course information and SLOs
- Degree planning and progress evaluation
- Student support services
- Policies and procedures
- Contact information.

GCPCCD Website

The GCPCCD website is the primary, front-facing communication tool for all information about the College. The website is currently in the process of being updated; however, the updates will be done gradually over the course of the next year to ensure an appropriate balance of keeping EAC links active for current students while preparing new links and vendors that will benefit future students. To assist students during the transition, some links may still point to EAC.

There is an expected overhaul of the website that will take place during 2025 when it is appropriate to fully transition the website to best function for future vendors and future students with the College. At that time all links currently going to EAC will be replaced.

The homepage will organize information for students into five main sections:

1. **About** covers topics regarding policies, procedures, District Governing Board, and faculty and staff.
2. **Academics** covers academic-related topics for the students. When the GCC Catalog goes live, this tab will primarily link to the catalog so students are able to obtain the most accurate information.
3. **Class Schedules** will link to the SIS system and allow students to see days, time, instructor and campus availability by semester.

4. **How do I?** covers commonly asked questions by students.
5. **Student Resources** will link to other third party vendors such as the Bookstore and the Online Student Portal.

In addition to the GCC Vision, Mission, and Values Statements, contact information for the Payson and Gila Pueblo Campuses is included throughout the GCPCCD website. Minimally, this is the general information phone number, but more frequently email or phone numbers for specific offices, instructional faculty and counselors, and/or administrators and staff are included to support those with additional questions or those needing greater accessibility than the website currently provides.

Student Information System

The College will utilize Campus Cafe as its SIS, which will allow faculty and staff to communicate with students providing intentional, just-in-time intervention and cohort management throughout their journey. Campus Cafe enables faculty and staff to interact with students through several tracking items. These items may be used to trigger alerts, provide encouragement and reminders, refer students to campus resources, or assign tasks to students. Additionally, marketing, recruiting, registration, billing, financial aid, attendance, a gradebook, LMS integration, and reporting are all built into this SIS.

The Fall 2024 GCC academic course schedule was published in the Spring of 2024 on the EAC website. As the master course bank is developed through Campus Cafe, each semester the searchable course schedule will be easily accessed through the “Searchable Schedule” link listed under the “Class Schedules” tab on the GCPCCD website. This schedule will provide course information including credits, dates/times, instructor name, campus, and class location. Students will be able to utilize desktop computers at both campuses to access this schedule, and printed copies will be available upon request.

GCC Academic Catalog

Clean Catalog has been selected as the catalog vendor for the College and GCC is currently in the process of developing the 2025-2026 GCC Academic Catalog. Comprehensive information for students on the Gila Pueblo and Payson Campuses will be published in this catalog, including admission requirements, registration procedures, tuition and fee schedules, withdrawal policies, refund policies, and information about applying for financial aid and/or scholarships. The catalog will provide a list of courses and course descriptions, degrees and certificates, various academic policies, as well as grievance policies and procedures in this annually updated publication. Further, the academic calendar, academic regulations, transfer credit information, and many other student-centered policies including academic honesty, statement of nondiscrimination, student rights, sexual harassment, and the Family Educational Rights and Privacy Act (FERPA) will also be available. Additionally, the Vision, Mission, and Values Statements for GCC and the Board will be listed in the GCC catalog, along with the names and academic credentials of administrators, faculty, and staff.

Currently the staging catalog is linked to: <https://live-gila-catalog.cleancatalog.io/>. Once the catalog is ready to go live for students, the catalog will be available at catalog.gilacc.org. Simple and multiple means to access the College’s Catalog using the Clean Catalog platform enhances the utility of this resource, which will be the authoritative source of information on curriculum, local and transfer policies, services, fees and financial aid, and other important information.

Other Communication Forms

Gila Community College uses other communication forms including press releases, ancillary brochures and information cards, and flyers to advertise academic programs. Important deadlines and campus resources are also communicated through emails, campus fliers, bulletin boards, and social media posts from the Marketing department. Due to the College’s rural and forested location, Omnilert, a free emergency notification system, is significant as it is used to inform campus and

community members of campus closures, inclement weather warnings, air quality disruptions, and other high-priority notices. The College is contracted with Omnilert through June 2025, and may continue to contract with them moving forward, as researching emergency notification system vendors is currently underway.

The District selected Simbli, a policy management solution module, as its board document management software. This product is helping automate the building of meeting agendas, creating meeting minutes, and managing Board communications. Further, Simbli is helping to manage the development of policies, procedures, and the policy manual, in order to provide greater transparency and communication to its stakeholders including faculty, staff, students, and the public.

Documentation:

- B.2.4 Ancillary Brochures
- B.2.4 Approved Summer 2025 to Summer 2027 Schedule
- B.2.4 Campus Café Features
- B.2.4 Campus Cafe Kickoff Meeting
- B.2.4 Fall 2024 Current Class Schedule
- B.2.4 GCPCCD Seeks Public Comment for Candidacy Status
- B.2.4 Information Cards
- B.2.4 Omnilert Fyler
- B.2.4 Omnilert Snow Day Protocol
- B.2.4 Policy 4065 Withdrawals
- B.2.4 Social Media Posts
- B.2.4 Television and Monitors 1
- B.2.4 Television and Monitors 2

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Programs offered on the GCPCCD campuses are congruent with the College's Mission to provide quality academic coursework, career and technical training, and enrichment courses for all residents of Gila County. Degree and certificate programs are outlined in the GCC Catalog, maintain appropriate levels of quality and rigor, meet state guidelines, and are of sufficient content and length. Program information is available at both Payson and Gila Pueblo Campuses, in the GCC Catalog, and at local high school counseling offices.

Course Scheduling

The College's selected SIS, Campus Cafe, will provide the capability to manage course scheduling, as well as providing data management and reporting to inform future decision-making surrounding offerings and availability. Further, the GCC Initial Academic Advising Form includes Recommended Course Sequencing to allow counselors/advisors to map out a Personal Education Plan for each student. This not only helps individual students clearly understand their own course scheduling throughout their semesters at GCC, but also allows counseling to spot and mitigate any potential scheduling conflicts and bring them to administration's attention. Administration works closely with instructors before each schedule is created to limit scheduling conflicts. Additionally, students can complete a Permission Request for Schedule Conflict form that allows them to request approval to overlap 15 minutes to allow both classes to be taken. If the schedule conflict appears to be affecting more than one student, administration and instructors may move the class time (if reasonable). For example, in Spring 2024 when ENG and BIO overlapped, the BIO class time was moved to accommodate student needs.

The College has found innovative ways to ensure students at both campuses have educational opportunities available to them and can complete degrees and certificate programs in the expected period of time. Online courses have been offered on the campuses since 2005, and Brightspace/D2L will be the official LMS utilized by the faculty. After the proliferation of online courses during and after the COVID pandemic, the campuses have been able to offer a greater number of degree and certificate programs supplemented by online education. Fortunately, all of the faculty on the Gila County campuses have been trained in the use of an LMS for online and supplemental instruction. This allows the GCC greater flexibility in course scheduling, ensuring the appropriate courses are offered to enable full-time students to complete their associate degree in the typical 2-year time period. Other examples of GCC working to give students broader access to required course offerings include the entirety of General Education courses in Gila County being taught either online or as a “hybrid” course that combines online with in-person learning. Further, Zoom offerings provide the opportunity to teach one section of a course to students on both campuses. The College’s utilization of Zoom has enabled faculty to teach courses that would have otherwise been canceled due to a lack of instructors or low enrollment.

Dual Enrollment Sequencing and Scheduling

Dual enrollment students have the opportunity to take college courses online, at their local high school, or in person at either campus. For offerings on high school campuses, GCC works concurrently with local high school administrators to determine course offerings that fit student needs and interests. Every year from January to April, high school advisors work with students to determine their schedules and assess student needs and interests for dual enrollment offerings. The high schools work closely with the College to coordinate dual enrollment offerings, reassessing every Fall in conjunction with high school administration based on instructor availability, student interest, and historical offerings. High school advisors also coordinate with GCC in communicating and collecting any necessary documents needed to enroll interested students in their desired college course(s).

The College also communicates frequently with dual enrollment partners such as Aspire, NAVIT, and CVIT. These partners pay for tuition, books, and fees for dual enrollment courses and this regular communication ensures students are aware of these resources and are meeting additional requirements for program admission. Course sequencing for NAVIT and CVIT programs are reviewed annually and each partner is provided a report at the end of each semester regarding enrollment for their own reporting purposes in compliance with FERPA.

The scheduling process at GCC follows a timeline that includes input from faculty and counselors. Administrative staff work with faculty, using course sequencing guides to create rotation schedules that ensure critical courses do not overlap and that essential courses in the major are properly sequenced with other required courses. Input from faculty and counselors ensures courses are scheduled at times and locations that minimize overlapping required courses. The Graduate Exit Survey asks students to rate, on a five-point scale, factors including course availability. These sources, alongside careful planning, allow the College to project two-year plans that allow for timely completion of all programs and awards.

Extenuating Circumstances

In exceptional circumstances, GCC still delivers timely completion opportunities to its students. For example, students can request an Incomplete {I} due to extenuating circumstances as outlined in Policy 4025 Grading Policy, which allows the student (with instructor approval) to have an additional semester to complete course work. Another example includes providing a synchronous online class for a local high school when the instructor abruptly resigned, allowing the high school class to continue. Faculty often work with students on a one-to-one basis when they are faced with a hardship outside of the student’s control, such as a medical emergency or a family emergency, allowing the student to remain on track for their class and/or program.

Documentation:

B.2.5 Advising Appointments
B.2.5 Campus Café Features
B.2.5 Contract for Incomplete Grade
B.2.5 Course Sequencing Guides
B.2.5 CVIT Course Sequencing
B.2.5 Dual Enrollment End of Semester Report
B.2.5 Dual Enrollment Offerings - Gila County
B.2.5 Dual Enrollment Overview and Opportunities
B.2.5 Dual Enrollment Payson GE Classes Info Card
B.2.5 Graduate Exit Survey
B.2.5 Letter After College Day
B.2.5 NAVIT Course Sequencing
B.2.5 Payson High School Senior Interest Survey
B.2.5 Permission Request for Schedule Conflict
B.2.5 Personal Education Plan
B.2.5 Policy 4025 Grading
B.2.5 Policy 4075 FERPA
B.2.5 Procedure 4040-PR1 Distance Education Course Criteria

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**Optimization of Course Offerings**

The College optimizes delivery modes and teaching methodologies in order to meet student and curricular needs and promote equitable student learning and achievement. The student population served by GCPCCD campuses and facilities is both multidimensional and determinable. Based on the Fall 2023 Student Profile, nearly one-third (31.2%) of GCC students reported as Hispanic, Native American, Asian, African American, or other non-White ethnicity. The ratio of female (922) to male (541) students is approximately 3:2. In Spring 2024, the Student Profile was nearly identical to the Fall 2023 semester with nearly one-third (29.4%) of GCC students reporting as Hispanic, Native American, Asian, African American, or other non-White ethnicity. The ratio of female (855) to male (484) students was once again approximately 3:2.

The College views the opportunity to offer an increased number of modality options as being equity-focused, as students from underrepresented groups are more likely to face challenges (transportation, child and elder care, work obligations, etc.) that can potentially prevent them from accessing traditional classrooms on a fixed schedule. To meet the changing needs of its students and to promote equitable access and success, GCC will offer courses in four different modalities:

1. In person (traditional face-to-face on campus)
2. Online (synchronous) using Zoom, Teams, or similar resource
3. Online (asynchronous)
4. Hybrid (campus part-time; online asynchronous part-time)

The College recognizes that optimization of course offerings by modality could benefit student pathways and equitable access, which is particularly important for GCC considering its large, rural service area. Increased modality options could improve equitable outcomes for marginalized groups that may face challenges such as transportation, work obligations, and childcare.

Student-centered Service

To further improve equitable access and outcomes for students, all faculty and staff attend regular training to better recognize student needs and foster an environment of student-centered service across campuses. As outlined in Policy 5070, Professional Development Program, this training can include mandatory “in-service” meetings at the start of each semester or voluntary training opportunities provided through the Teaching, Learning, and Community (TLC) Committee, Human Resources (HR), or other groups as appropriate. Academic advisors maintain membership with the Association on Higher Education and Disability (AHEAD), an association dedicated to ensuring persons with disabilities have equal access to higher education.

The College will evaluate and improve teaching practices that lead to increased student success by supporting professional development opportunities. As stated in Procedure 4040-PR1 Distance Education Course Criteria, “GCC will utilize a Learning Management System (LMS) as a resource for faculty to promote teaching excellence, improve SLOs, and encourage professional development.” Faculty are encouraged to take advantage of professional development opportunities such as conference attendance and/or membership in education associations. Further, the TLC Committee will work to promote excellence in teaching and learning across the entire college community in an ongoing climate of growth and improvement, responding to emerging campus needs and providing resources for professional development. The TLC Committee will survey faculty every semester, asking for input on ideas for collaborative improvement and professional development. Potential programs may include on campus in-service training, visiting subject matter experts, a monthly lunch and learn, and/or a peer observation pool.

Student Support Accommodations

The College is aware of the challenges facing its rural student population and actively strives to give students the tools they need to succeed across varying course modalities. Student support needs are assessed at the first point of contact, typically in person at either campus front office. In addition to a verbal assessment, students have online and in person access to information designed to guide them through registration and accessing relevant accommodations. They also have online and in-person access to a “How May We Help You” form, which allows them to communicate their needs across a broad spectrum, including their access to technology (or lack thereof). Staff can then direct those students to the resources that will help them succeed across course modalities. In a student’s first steps, they also have the opportunity to work with an academic advisor to create an education plan, determining the schedules and delivery modes that best fit their needs. Placement testing may be used to help determine course offerings that will ensure students’ best chance of success. Students’ Initial Academic Advising Session paperwork outlines steps for reviewing online tools including, but not limited to, LMS navigation, bookstore, registration, and the searchable schedule. This allows advising staff to assess students’ familiarity with and access to various tools. During an initial advising appointment, advising staff can also determine if a student may wish to request accommodations. If so, a disability services advising appointment will be scheduled.

A student orientation workshop is presented at the beginning of each semester to ensure students can successfully navigate Brightspace/D2L - the College’s LMS - and address any gaps in understanding, as well as address any other general questions they may have. Orientation is promoted online with cards available in the front offices at both campuses, distributed to registering students. Fall 2024 student orientation is scheduled for August 15, 2024, on the Payson Campus and on the Gila Pueblo Campus.

All students have the opportunity to sit down one-on-one with an advisor to go through their individual schedules and address their needs. Further, GCC provides on-campus computer labs as well as wi-fi hotspots for student checkout. The College also provides students access to Read & Write, a toolbar that helps students interact with course content more easily, and in their own unique learning style. Recognizing students learn in different ways, Read & Write allows students to convert

course content to digital audio files, convert textbooks to accessible digital documents, utilize text-to-speech interactive tools, as well as access translation capability for ESL learners. Each student also has access to a free Grammarly account, giving students access to online assistance with various writing issues including spelling, grammar, punctuation, clarity, context, etc.

Each year, the College partners with the CTEDs to hold College Day on each campus. College Day is for high school students in the District to learn about the variety of dual enrollment options available to them regardless of race, socioeconomic status, or gender. In January 2024, the Payson Campus hosted approximately 300 high school students at College Day, including both Payson High School and home school students. On the Gila Pueblo Campus, a CVIT day is held for all high school students interested in learning about the available programs.

Modes and Methodologies Meet Student Needs and Promote Equitable Learning

Gila Community College's commitment to providing teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement is demonstrated in the previously mentioned Procedure 4040-PR1 Distance Education Course Criteria, which states, "All courses, regardless of modality or location, will meet the same competencies and Student Learning Outcomes following accreditation guidelines." This procedure further states that courses "will be created and offered to meet the needs of students and other stakeholders in Gila County," "provide flexible options for underserved students in remote areas of Gila County," and "may provide students the opportunity to supplement program requirements to help them achieve their academic and lifelong goals." Section 508 of the Rehabilitation Act Amendments of 1998 states in part, "Electronic information and data must be equally accessible to individuals with and without disabilities." The College's online courses, as well as any other modalities using electronic information, will meet Section 508 standards for web-based information. Conforming to these standards requires that instructional materials that could potentially pose problems for students with disabilities be altered to accommodate full access. In Procedure 4040-PR1 Distance Education Course Criteria, it is made clear that "instructors are responsible for coordinating with the College to ensure that their courses are in compliance with this federal law and will be reviewed for such." Additionally, Brightspace/D2L - the College's LMS - meets all Section 508 accessibility standards.

The College is committed to the regular evaluation of the effectiveness of teaching methodologies and delivery modes. A review process is in place to ensure teaching methodologies maintain their rigor across varying delivery modes. Procedure 4040-PR1 Distance Education Course Criteria assures that "A Distance Education Committee consisting of faculty, staff, and/or students will formally evaluate all DE courses every three years or as appropriate as requirements, guidelines, and best practices change. The Committee will make recommendations for policies and procedures as appropriate." Additionally, the Comprehensive Program Portfolio Template asks faculty to "Summarize the professional development opportunities used in your program to ensure that faculty improve teaching and remain current in their disciplines," and to "Analyze emerging issues or trends in the field/discipline that affect your program or course offerings."

This Comprehensive Program Portfolio Template further assesses student success metrics and strategizes how to respond to that data and improve teaching methodologies and delivery modes for its diverse student populations. For example, in Section B. Teaching and Learning, faculty are required to "Summarize efforts/processes to review course designs and curricula including updates and/or plans to update curricula." In Section C. Results and Emerging Trends, the Program Portfolio Template asks faculty to "Summarize any challenges or goals related to student satisfaction," with a request for specific plans to address the listed challenges or goals. Additionally, the Graduate Exit Survey also works to gather relevant data by asking for a satisfaction rating from graduating students on categories including, but not limited to, course availability, course materials, faculty, instruction, and learning environment.

Gila Community College clearly promotes and supports the use of technology in teaching, advising, and mentoring students in a supportive learning environment while providing access to various academic, occupational, and personal interest courses in multiple modalities. As GCC moves forward, when considering delivery modes and teaching methodologies, accumulated data from the Comprehensive Program Portfolio and the Graduate Exit Survey, alongside discipline faculty, will be consulted and the appropriate education modes and modalities will be modified/adopted to ensure course quality standards, equitable access, and regular and effective contact.

Documentation:

- B.2.6 Advising Appointments
- B.2.6 AHEAD
- B.2.6 College Day Schedule
- B.2.6 Comprehensive Program Portfolio Template
- B.2.6 DRAFT Student Orientation 2025
- B.2.6 Dual Enrollment Options - College Day
- B.2.6 Fall 2023 - Student Profile
- B.2.6 Graduate Exit Survey
- B.2.6 Grammarly Account
- B.2.6 How May We Help You
- B.2.6 In Service Meeting 2024 Fall
- B.2.6 LRC Letter to Instructors
- B.2.6 Orientation Announcement Fall 2024
- B.2.6 Personal Education Plan
- B.2.6 Policy 2012 Standing Committees
- B.2.6 Policy 5070 Professional Development Program
- B.2.6 Procedure 4040-PR1 Distance Education Course Criteria
- B.2.6 Read and Write
- B.2.6 Requesting Accommodations
- B.2.6 Spring 2024 - Student Profile
- B.2.6 Steps to Success Brochure 2025
- B.2.6 Wi-Fi Hotspot Flyer

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. (ER 15, ER 17)

Gila Community College recognizes the connection between student learning, student success, and support services that are clear, comprehensive, and readily available. Aligned with its Mission, GCC provides a variety of services and developmental programs that foster a culture of student support. Faculty and staff are devoted to providing comparable and equitable services at the Gila Pueblo and Payson Campuses. Admissions, registration, academic advising, disability services, orientations, workshops, financial aid, tutoring (NetTutor), and access to mental health care (BetterMynd) are available either in-person through faculty and staff, online, and/or via the Learning Resource Center (LRC) at both campuses. A Steps to Success brochure is provided to each new student that comes to campus and is also available in the Catalog. Students currently have ready access to support services including Veteran information by either calling or visiting the campuses. Flyers and television monitors post additional information across the campuses and Facebook and Instagram social media posts are used to remind students of timelines, activities, and available resources.

Moving forward, all of the services currently in use by EAC to assist students, including NetTutor and Read&Write, will be purchased and utilized by GCC to ensure a seamless transition for students who rely on these necessary services. Students will be able to complete a “How May We Help You” form through their online student portal in CampusCafe or in-person throughout the campus, allowing the College to assist students in a customized manner and also track in what areas students need support and continue to evolve the support services offered based on data.

Academic Advising and Disability Services

All students have access to an academic advisor and a disability services advisor. Student support needs are assessed via an initial advising appointment and students are guided through the process for accessing relevant accommodations. Academic advisors help students establish a personal educational plan as well as provide course sequencing recommendations to complete their education goals in the shortest amount of time. Placement testing is used to help identify students who may need developmental courses and/or tutoring to aid in their academic success. Faculty and advisors are available to address student needs such as advising, tutoring, Americans with Disabilities Act (ADA) accommodations, and/or mental health support. Faculty are encouraged to provide advisor contact information, tutor availability, and mental health resources to all students.

All faculty and staff attend annual training to better recognize student needs and foster an environment of student-centered service. Advisors maintain membership with AHEAD. An association dedicated to ensuring persons with disabilities have equal access to higher education, AHEAD provides professional development opportunities, a network of resources, information on legislative or regional law changes, and shares data and best practices.

Disability services advisors meet with any student requesting accommodations per the ADA. Advisors work with students, parents, case workers, instructors, and others to ensure students with disabilities are allowed all opportunities to access higher education. Proper documentation is gathered and accommodations are granted based on documented need. Advisors facilitate the disbursement of approved accommodation plans to students and faculty. Accommodations may include but are not limited to, extra test time, a quiet test environment, a personal aide, and the use of recording devices.

Additional Services

Prior to the onset of each semester, a student orientation is provided to familiarize students with campus and college policies. Additionally, an orientation workshop is presented at the beginning of each semester to ensure students can successfully navigate their courses’ online LMS. If students are unable to attend a scheduled orientation or workshop, a one-on-one session is scheduled. The College also recognizes that some students will benefit by receiving information on topics such as study skills, time management, reducing test anxiety, and more. During the 2025-26 school year, GCC administration will be meeting with advisors and faculty to determine (1) how to best gather this information and (2) how to present and make this information available to students.

Gila Community College is aware of the challenges facing its rural student population and provides an on-campus computer lab as well as wi-fi hotspots for student checkout. In collaboration with the Town of Payson, GCC installed a bus stop on the Payson Campus to include the college campus on the Town of Payson bus route. The Copper Mountain Transit provides two fixed bus routes from the Miami, Globe, and unincorporated Gila County areas to the Gila Pueblo Campus. Additionally, student resource folders are available in common campus areas with information including, housing, positive mental health, childcare, legal assistance, parenting, health and wellbeing, food programs, senior support, utilities, education and job opportunities, and clothing. Plans to create a GCC Exchange Program are in the developmental stage. This Exchange will provide an area where students can obtain or donate food items, toiletries, school supplies, and gently-used clothing. The Exchange will also work to help the College determine where additional non-educational support may be needed for students.

The College recognizes the value of lifelong learning and offers academic and personal enrichment courses to the community. Many of Gila County's senior citizens take advantage of the physical, mental, and social stimulation and challenges provided through GCC courses. Tuition for students 55+ is waived to encourage class participation, personal well-being, and lifelong learning.

Program Reviews

Program reviews are used as part of the assessment process to measure student success and proficiency, as well the success of student support services. In the review process, data is collected and analyzed to make appropriate program changes or enhancements. Data-driven decisions enable faculty and staff to refine services and programs and better support and improve student learning and success. Using the results from continuous program reviews assures program practices and student services are regularly improved. Student learning outcome assessments are ongoing. Results are analyzed to determine where improvements to student services can be implemented. Course evaluations and surveys are completed at the end of each semester and upon program or degree completion, providing additional assessment data from the student's perspective. Occasionally, our Career and Technical Education Districts, NAVIT and CVIT also request information to audit our programs to ensure they are in compliance with Arizona Department of Education requirements..

Both the Gila Pueblo and Payson Campuses hold annual Occupational Advisory Committee meetings with members of the public, high schools, businesses, and other local leaders and stakeholders. Attendees provide program feedback and suggestions for improvement, keeping GCC aware of industry best practices. These tools help identify any additional student support services needed to help students reach their educational goals and be optimally prepared for their future. Consistently meeting with those in the industry allows for the continual assessment of best practices and helps GCC implement support services that are beneficial to all students.

Library and Learning Resource Centers (LRC)

The College currently has adequate means to support student learning needs through the library and learning support resources available on both the Gila Pueblo and Payson Campuses.

The GCC libraries maintain a current collection of reference, non-fiction, and fiction books to support the curricula supplemented by online databases containing full-text journals, magazines, and newspaper articles. Currently, government documents, reference collections, short stories, and essays are also made available to all students through the EAC Alumni Library online resource database (EAC Library). These online resources are available to students on and off campus (including students in Gila County) and include broad-topic databases and subject-specific databases in Science, History, Nursing/Allied Health, to name a few.

The College maintains LRCs at both the Gila Pueblo and Payson Campuses, providing students access to online research tools – including tutoring via NetTutor - for their academic and/or employment needs. Both LRCs also provide access to print and online resources for academic research. The LRCs on both campuses provide copy machines and computer labs for student use. Learning Resource Center aides on both campuses are available to assist students in navigating the LMS, activating student accounts, accessing email, using databases for research, and completing financial aid and/or scholarship applications. Wi-fi hotspots are also available for students to check out.

The LRC staff and instructors on both campuses provide training sessions each semester regarding the ethical use of reference material, citation protocols, academic integrity, and copyright protections. The College utilizes a plagiarism detection service (CopyLeaks) and publicizes this service throughout the Gila Pueblo and Payson Campuses on posters and television monitors. Students enrolled in online courses with GCC will be subject to having all uploaded assignments submitted through the integrated program CopyLeaks through the College's LMS, Brightspace/D2L.

The College is currently determining which databases would be most beneficial to students in Gila County. Additionally, GCC is researching the Arizona Consortium of Partners Procuring Electronic Resources (AZ Copper) consortia and other Gila County resources including the eight public libraries in Gila County. The College has received quotes from Academic Search Premier and is now reviewing open-source databases including the Directory of Open Access Journals, Education Resources Information Center (ERIC), and the Arizona State Library for inclusion in the list of available resources for students in the District. Moving forward, as purchasing decisions are made and contracts are finalized, the LRC staff will develop web pages to communicate available resources as well as allow for user-friendly navigation of the Library resources.

Documentation:

- B.2.7 Accommodation Plan
- B.2.7 Additional Services-Challenges
- B.2.7 Admissions Form
- B.2.7 Advising Appointments
- B.2.7 AHEAD
- B.2.7 Available Resources
- B.2.7 Beeline Bus Information
- B.2.7 BetterMynd
- B.2.7 Copper Mountain Transit Bus Service - Gila Pueblo Campus
- B.2.7 Course Sequencing Guides
- B.2.7 DRAFT Student Orientation 2025
- B.2.7 How May We Help You
- B.2.7 Library Databases
- B.2.7 LRC Annual Report 2023-2024 Gila Pueblo
- B.2.7 LRC Annual Report 2023-2024 Payson
- B.2.7 NAVIT Audit Request Documentation
- B.2.7 NetTutor
- B.2.7 Occupational Advisory Committee Feedback 2023 - Payson
- B.2.7 Occupational Advisory Committee Invitation-Payson
- B.2.7 Personal Education Plan
- B.2.7 Policy 5010 Employee Guidelines and Duties
- B.2.7 Procedure 3100-PR2 Institution Performance Data Review
- B.2.7 Read and Write
- B.2.7 Requesting Accommodations
- B.2.7 Steps to Success Brochure 2025
- B.2.7 Television and Monitors 1
- B.2.7 Television and Monitors 2
- B.2.7 Veteran Information
- B.2.7 Wi-Fi Hotspot Flyer

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 support students' unique educational journeys. (ER 15)

Gila Community College believes that a sense of belonging and community helps students succeed. Having a low teacher-student ratio helps faculty and students build connections. Students who feel connected are more likely to engage in classroom discussions, reach out for student services if needed, be committed to their educational goals, feel a sense of pride in their accomplishments, and serve their community.

Both GCPCCD campuses have student lounges where students can study, enjoy refreshments between classes, or just relax. Vending machines are available on both campuses, and both campuses are in close proximity to local restaurants. Each campus has a room reserved for study groups every day of each semester, and any students wishing to study together may utilize the study room. This allows study groups to meet without disrupting individuals utilizing the student lounge. Further, study groups allow students to connect with their peers and feel more connected to their classes and the College.

On-Campus Events

Both campuses hold a Welcome Back to Campus event at the beginning of each school year. Returning students can reconnect with faculty and prior classmates while meeting new classmates. This informal event helps students and community members connect with both faculty and staff in a comfortable setting, building relationships that transfer into the academic setting.

Prior to the onset of each semester, a student orientation is provided to familiarize students with the campus and college policies. Additionally, an orientation workshop is presented at the beginning of each semester to ensure students can successfully navigate their courses' online LMS.

Many on-campus events are held throughout the school year to encourage potential students to visit the College and explore the many options available to them. College Day is held for students who will be high school juniors or seniors in the following school year. Dual enrollment programs, General Education opportunities, and financial aid/scholarship opportunities are presented to the students. Receiving this information helps students see the benefits of a college education in obtaining critical job skills, determining their future plans, and/or preparing for transfer to a university. Further, students are able to connect with peers who have similar interests at these events. Along with hosting future junior and senior high school students, GCC also holds separate events for incoming high school freshmen and 8th graders.

Each summer, both the Gila Pueblo Campus and the Payson Campus host a Scrubs Camp. This camp is for grade school, middle school, and high school students between the ages of 8-19 who are interested in a profession in the medical field. Scrubs Camp provides a sample of the many different opportunities for a profession in the healthcare industry. At each camp, students typically spend one day at the local hospital and the remaining days on the respective campus. The camps allow students to be on a college campus and explore the idea of pursuing a medical degree/emergency services certification in their future. Students are taken on a campus tour, a hospital tour, helicopter, ambulance, and fire engine tours. Students learn about healthy eating, the human body in health and disease, organ dissections, assessing vital signs, giving shots and drawing blood. The students interact with peers who have similar interests, College faculty and staff with whom they may collaborate in their future educational pursuits, as well as community members who may serve as potential connections in their future careers. In summer 2024, the Payson Scrubs Camp hosted more than 75 local students for three weeks. The Payson Scrubs Camp is offered in partnership with The Center for Excellence in Rural Education (CERE) and Banner Payson Medical Center (BPMC).

The College also allows town, county, and non-profit organizations to hold events on campus for no fee. Such events have included a job fair, a Toastmasters International event, an Arizona Department of Transportation (ADOT) defensive driving course, Small Business Development DreamBuilder graduations, an Arizona Youth Partnership Conference, and a hybrid University Transfer Fair. Conversations are ongoing regarding hosting a Community Education Fair at the Payson Campus.

Off-Campus Events

College faculty and staff also attend off-campus events, which allows current students, potential students, and community members to interact with employees in a more familiar setting. When a potential student comes to campus for the first time, if they have had an interaction with an employee previously, they are typically not overwhelmed. Examples of these various events include high school events such as job fairs, as well as career and college days. Both campuses have sponsored booths at the Gila County and Northern Gila County Fairs, as well as various Gila County rodeos, which are always manned by faculty and staff. Similarly, both campuses have held booths at events sponsored by each local Chamber of Commerce, allowing faculty and staff to interact with members of the business community and raise awareness of the services and professional development opportunities available through GCC.

The Payson Campus Jazz Band holds two concerts every semester at a local venue as part of their midterm and final exams. Concerts are free to the public, refreshments are provided, and are well attended. This form of community outreach helps engage the students with the community and builds community interest and support for the College.

In Spring 2024, the Payson Campus collaborated with Payson High School, the National Alliance for Mental Illness (NAMI), Vibe Dance Community, Southwest Behavioral Health Services, Mountain Melody, and the MHA Foundation to sponsor an event called The unBroken Project. The theme of this event was “Redefining Normal: Removing the Mental Health Stigma.” This event endeavored to remove barriers and stigma surrounding mental health and normalize mental health dialogue in the community through TED Talks, live music, dance, and the sharing of personal stories. Many local nonprofits and organizations in the mental health field set up tables in the venue’s lobby with resources available for anyone interested. Approximately 250 community members participated in or attended the event.

Events Open to the Public

Holding events that are open to the public serves to keep two-way communication open, allowing the College to receive public feedback. Such feedback is invaluable as it can lead to the adjustment of current practices and/or the implementation of ideas that better serve current and future students as well as community stakeholders. At these events, community members often learn of offerings about which they were previously unaware - offerings that can enrich their well-being physically, mentally and emotionally.

Each May, the Payson Campus partners with the Town of Payson as part of Payson’s “Adventure Where We Live” month to sponsor a GCC Adventure Day. This annual event invites the community to visit the campus and tour the high-tech Nursing/Allied Health Skills Lab, tour the Cosmetology building, interact with the “touch tank” in the Biology lab, watch a 3-D printer in action, see how an electron microscope works, use the flight simulator, research their own genealogy, and much more. This event provides the opportunity for faculty, staff, and students to interact with community members while providing a look at all the exciting things the College offers in a fun, interactive atmosphere.

The Gila Pueblo Campus holds a STEMfest each year. This is an annual event in collaboration with the Gila County School Superintendent’s office. This event enhances community knowledge in science, technology, engineering, and mathematics. Various community organizations participate by setting up booths featuring interactive activities for families. In previous years, STEMfest has successfully engaged up to 600 community members, fostering a fun and educational environment.

Several programs hold events that are open to the public to allow student interaction with community members, as well as allowing community members to interact with students and faculty. On the Payson Campus, examples include an annual theme-based Cosmetology competition that allows students to show their creative side while involving the public in a vote for “Best in Show.” Also, each year all classes in the Art department hold a Student Art Show and Sale. Artwork on display and for sales include items from oil, watercolor, and acrylic painting, quilting, jewelry making, drawing, photography, ceramics, graphic design, and illustration based on classes offered that year. Last year, attendance was approximately 200 community members, faculty, staff, and students. The Gila Pueblo Campus holds similar Cosmetology events, opening doors to the community, staff, faculty, and students. The Gila Pueblo Campus also hosts an Art Department open house, during their Student Welcome Back in August.

Lifelong Learners

Recognizing the value of lifelong learning, the College offers academic and personal enrichment courses to the community. Many senior citizens in Gila County take advantage of the physical, mental, and social stimulation and challenges provided through GCC courses. Tuition for students 55+ is waived to encourage class participation, personal well-being, and lifelong learning. In addition to college classes, other organizations partner with the College to sponsor events, workshops, and lectures. In Payson, the local scholarship organization, Friends of Rim Country, holds Music in the Garden concerts every Saturday in August. These popular events feature local bands performing free of charge in the campus’ xeriscape garden while attendees enjoy free refreshments. The Small Business Development Center offers community workshops on topics such as Quickbooks, Moonshot, and leadership, among others.

Interaction with current students, potential students, lifelong learners, and community members helps the College constantly receive feedback regarding courses and programs offered. Based on feedback received through these interactions, the College can gauge how well it is meeting the community’s needs and evaluate where GCC can improve to better serve all stakeholders.

Documentation:

- B.2.8 Adventure Day
- B.2.8 Average Student Count per Class Type
- B.2.8 Chamber of Commerce Events
- B.2.8 College Day - 8th Graders
- B.2.8 College Day - Freshman
- B.2.8 College Day - Soph & Jr
- B.2.8 Cosmetology Competition
- B.2.8 DRAFT Student Orientation 2025
- B.2.8 DreamBuilder Graduation - Gila Pueblo Cosmo
- B.2.8 High School Events
- B.2.8 Jazz Band Concerts
- B.2.8 Job Fair AZ at Work
- B.2.8 Music in the Garden Concerts
- B.2.8 Orientation Announcement Fall 2024
- B.2.8 Scrubs Camp
- B.2.8 Small Business Development Center
- B.2.8 STEMFest - Gila Pueblo
- B.2.8 STEMFest 2024 Organizations - Gila Pueblo
- B.2.8 Student Art Show and Sale
- B.2.8 Study Hall Room Schedule
- B.2.8 The unBroken Project
- B.2.8 Toastmasters International
- B.2.8 University Transfer Fair
- B.2.8 Welcome Back to Campus

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. (ER 11, ER 14)

Gila County Provisional Community College District contracts with EAC to provide educational services in Gila County. As such, administrators, faculty, and staff located on the Gila Pueblo and Payson Campuses conduct ongoing review and assessment of academic and student support programs and implement innovative strategies to support student achievement.

Assessment of Learning Outcomes

Assessing learning outcomes requires intentional and systematic assessment of student learning and is founded on establishing and communicating learning outcomes to students, providing positive learning environments for students to achieve, using clearly defined processes and tools to measure student learning, and using results of assessment to inform next steps to improve student learning.

Learning outcomes assessment is the responsibility of faculty and staff working collaboratively. Individual faculty conduct assessments at the course level, ensuring that instruction is equitable and consistent across all modes of delivery. Faculty in a program work collaboratively to establish learning outcomes, design assessment plans, conduct assessment projects, and implement innovative strategies to improve programs, as evidenced in program reviews. Policy 4005 GCC Institutional Learning Outcomes articulates measurable knowledge and skills that will serve as the foundation to help ensure students are well-prepared for the life opportunities and challenges. These ILOs guide individual disciplines in the development of learning outcomes for programs and courses that shape decision-making processes.

Student Learning Outcomes at the course level are assessed according to the identified assessment mode on the course outline, which may be a final exam, portfolio, capstone project, standardized exam, industrial certification, or other approved mode of assessment. Student Learning Objectives are listed on all course outlines.

Graduation surveys have traditionally been administered by EAC to evaluate ILOs at the individual student level. The CAAP exam and the GOA have also been administered and utilized to provide additional assessment of learning outcomes. This data has not been disaggregated for Gila County campuses. The College developed a graduate exit survey that will be used for assessing SLOs as well as providing a means for gathering demographic information and eliciting feedback from students. The College plans to utilize this tool to ensure ILOs are mapped to the appropriate programs and support the GCC Mission Statement. The first of these graduate exit surveys was administered in May 2024. Unfortunately, the return rate was low. The College will work to improve its communication strategy in regards to this exit survey and improve return rates in the future.

The College has developed a course evaluation that allows all students the opportunity to evaluate every course and instructor at the end of each term. Student feedback on instructor effectiveness and the progress the student made in achieving learning objectives helps the instructor make informed decisions on how to improve the course. These evaluations allow for a valuable assessment of course outcomes and ILOs from the student's perspective. As can be seen in a Payson faculty's MAT 140 course evaluation, results provide student feedback on SLOs on the course level and how well General Education learning outcomes were addressed in that course. Students are also able to offer suggestions for improvement. As current faculty in Gila County are employed by EAC, the MAT 140 evaluation is part of the EAC course evaluation process, though it does represent faculty teaching on the Payson Campus in Gila County.

Annual Review Process

Each certificate and degree program has defined learning outcomes along with the degree or certificate requirements. Currently, programs in Gila County elicit an annual program review designed to assess student learning and determine whether Course and Program Learning Outcomes are being met. A program review template has been designed to provide a standard format and guidance to those writing each program review. This review is intended to improve academics through the process of collecting and analyzing evidence relative to quality, shared reflection regarding a program's current status and future direction, and feedback through administrative review. Reviews of student support services are also part of the review process to ensure students have the resources needed to be successful. The annual review process requires an annual update/program portfolio for all programs and a comprehensive program review on a 3-year cycle that follows a standardized template.

The ILOs and PLOs are accurately aligned with individual courses. Faculty review and analyze assessment data. New best practices may emerge to advise modifications to SLOs. For example, previous exam outcomes provided evidence that several Nursing students were struggling in Block 2. The course structure was subsequently changed to make case studies more rigorous and challenging. Additionally, Nursing faculty instituted recall sessions and off-campus study sessions to provide a more relaxed and effective environment for studying. In another example, the English department intentionally created rubrics that directly reflect its PLOs. This allowed faculty to regularly "crosswalk" Course Learning Outcomes with PLOs, identifying gaps in student learning and pinpointing how to adjust teaching strategies. The College intends to involve faculty and administrators in a coordinated annual review process that produces meaningful and essential benefits. The overall goal is to ensure GCC's programs remain current and rigorous, and that GCPCCD stakeholders see the value of these outcomes.

Occupational Advisory Committee meetings have been held annually at both Gila County campus locations since October 2021. As indicated in the minutes of the Nursing Occupational Advisory Committee meeting, faculty lead the meetings and receive valuable information from business owners, past students, community leaders, and employers regarding curriculum and courses. Faculty are kept abreast of changes in industry standards, equipment, and current salaries. They also learn how their previous students are performing in the workplace, skills they may need to retool or update, shortages within the industry, and how best to meet the needs of the businesses and industries in their areas. Employers are provided information about new educational standards or changes in the curriculum, persistence, graduation, and completion rates, and the process of assessing PLOs. Employers inform faculty and staff of upcoming needs and may request workshops, short-term courses, and programs to be considered. They may also provide input on PLOs. These meetings and ensuing discussions are a valuable piece of the assessment process for the occupational programs.

Curriculum Processes have been developed and new curricula will follow the guidelines and processes as established by the Curriculum Committee.

Documentation:

- B.2.9 Comprehensive Program Portfolio Template
- B.2.9 Course Outline Examples
- B.2.9 Degrees and Certificates - PLOs
- B.2.9 GCC Annual Review Process
- B.2.9 Graduate Exit Survey
- B.2.9 MAT 140 Course Evaluations Results Fall 2023 - Payson Instructor
- B.2.9 Payson Nursing Occupational Advisory Committee Presentation October 2024
- B.2.9 Payson Occupational Advisory Committee Meeting Minutes October 2024
- B.2.9 Policy 2012 Standing Committees
- B.2.9 Policy 4005 Institutional Learning Outcomes
- B.2.9 Procedure 4020-PR2 Curriculum Process

B.2.9 Program Portfolio Annual Program Updates - Campus Programs
B.2.9 Sample ENG 102 EAC Course Evaluation Preview
B.2.9 Student Support Annual Review 2023-2024
B.2.9 Welding - Comprehensive Program Portfolio 2023-2024

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

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. (ER 8, ER 14)

Current Organizational Structure

The current organizational structure supporting Gila County Provisional Community College District (referenced throughout this document as “GCPCCD” or “District”) students and stakeholders provides dedicated faculty, effective administrative leadership, knowledgeable operational and business management, and qualified and caring student services and support personnel. Currently, there are 20 well-qualified full-time faculty teaching at GCPCCD campuses in Gila County. The Gila Pueblo Campus has 11 full-time faculty and over 30 qualified and credentialed part-time faculty who are contracted as needed to meet the demands of the student community. At the Payson Campus, there are 9 full-time faculty and nearly 60 qualified and credentialed part-time faculty who provide a wide variety of courses to supplement the offerings on the campus. A list of adjunct instructors is maintained for each campus from which alternative instructors may be selected if a community or administrative need arises

Operational and support staff equally support the students, faculty, administrators, and facilities at each campus. There are 10 full-time and 26 part-time staff on the Gila Pueblo Campus, and 9 full-time and 21 part-time staff on the Payson Campus. All work to support the College’s Mission by assisting students and stakeholders as they access the institution’s academic programs and resources.

The current Administrative structure and campuses are led by a Senior Dean who handles all the academic functions including meeting with faculty, developing schedules, conducting evaluations, recommending personnel actions, and planning curricula in collaboration with faculty. The Senior Dean is also the liaison between the students, faculty, and staff on the GCPCCD campuses and Eastern Arizona College (referenced throughout this document as “EAC”) administration.

The Senior Dean supervises and provides direction to the two Associate Directors, one located on each Gila County campus. The Associate Directors are tasked with the day-to-day operations at each campus, primarily overseeing operations including admissions, registration, student services, records, fiscal operations, financial aid, and library services.

The Assistant Director of Maintenance oversees security, groundskeeping, and custodial services. This individual is officed on the Gila Pueblo Campus and reports to the Associate Director of that campus. The Assistant Director of Maintenance coordinates with the Maintenance Technician on the Payson Campus, who supervises additional custodial services, groundskeeping, and security for that location.

Information Technology (IT) on both campuses is handled by the IT Coordinator on the Gila Pueblo Campus, with support from a Software Technician on the Payson Campus. The IT Coordinator reports to the EAC Director of IT.

The Marketing Coordinator provides marketing and public relations for both campuses and is located on the Gila Pueblo Campus. This person reports to the EAC Director of Marketing and Public Relations.

The GCPCCD Financial Coordinator, located at EAC's campus, provides support for financial operations in cashiering, accounts receivable, and accounts payable on both campuses. The Financial Coordinator compiles financial reports for monthly Board meetings, coordinates with the District's CPA, and is supervised by EAC's Director of Fiscal Control and VP of Administration/Chief Business Officer (CBO).

Current Gila Community College Transition Team

Working toward becoming a fully-organized, independent community college district, the GCPCCD District Governing Board (referenced throughout this document as "DGB" or "Board") President and Interim President are assisted by three independent contractors, an administrative assistant, and an accounting specialist. The consultants are highly qualified in government procurement, community college HR, payroll, and business operations, and community college information technology project management.

At the May 22, 2024, DGB meeting, the Board approved hiring the District's part-time Accountant and second official employee, joining the District's Administrative Assistant. The part-time administrative assistant and the part-time accounting specialist are currently the only direct GCPCCD employees. Also at the May 22, 2024, Board meeting, the three consultant contracts were renewed for the 2024-2025 fiscal year to assist with building the College's infrastructure. The consultant contracts will continue as needed until GCC systems are fully established and operational and employees on the Gila Pueblo and Payson Campuses are trained and transitioned.

On June 10, 2024, the Board approved continuing the contractual agreement with the District's Interim President for the 2024-2025 fiscal year, with the potential for renewing the contract up to two years if necessary. Pending notification from ACCJC regarding Candidacy Status in early 2025, a Position Opening Notice (PON) for a full-time President is expected to be developed by the Board in accordance with Policy 1010, District Governing Board General Powers and Duties.

Future Organizational Vision

Gila County Provisional Community College District leadership is fortunate to have a loyal, knowledgeable, and supportive pool of employees on both the Gila Pueblo and Payson Campuses who are committed to the students and residents of Gila County. The District intends to transition all current employees into the appropriate positions and areas of responsibility who choose to move forward with Gila Community College. Every effort will be made to evaluate the strengths, weaknesses, and career goals of these employees and align them within the new organizational structure. Adjustments to titles and/or combined areas of responsibility may be needed within the future organizational structure once the thorough evaluation of and communication with existing talent is complete.

All faculty currently employed at Gila Pueblo and Payson Campuses meet or exceed the minimum qualifications for their discipline based on Procedure 5012-PR3 Faculty Credentialing Guidelines. The number of full- and part-time faculty at GCC will be sufficient for the size of the Gila Pueblo and Payson Campuses, and faculty members possess the experience to support GCC institutional educational programs and strategic goals. As enrollment grows, student needs increase, and resources become available, GCC anticipates hiring additional full-time faculty and staff. Hiring procedures and duties for full- and part-time faculty align with Procedure 5015-PR1 Personnel Action Guidelines - Open Positions. General responsibilities are detailed in Procedure 5012-PR2 Employee Classifications - General Responsibilities, and the Full-time Faculty Position Inventory and Adjunct Position Inventory.

As the Human Resources Information System (HRIS) and payroll processing infrastructure continues to be developed, every reasonable effort is being made to provide a comparable level of benefits (Policy 5060 Employee Benefit Opportunities) including health insurance, state retirement, paid-time off opportunities, holiday leave, sick leave, and other perquisites (Procedure 5050-PR2 Personnel Leave Opportunities - Paid Time Off [PTO], Procedure 5050-PR1 Personnel Leave Opportunities - Holiday Leave, Procedure 5050-PR3 Personnel Leave Opportunities - Sick Leave). Additionally, salary schedule structures have been expanded to provide greater flexibility and equitable wage placement. Hiring processes (Procedure 5015-PR1 Personnel Action Guidelines - Open Positions) are in place to identify and onboard qualified personnel for any remaining positions or responsibilities GCC is unable to fill with current EAC employees. Additionally, procedures have been established in a Personnel Action Request process (Procedure 5015-PR2 Personnel Action Guidelines - Requests) to ensure timely, relevant, and critical information is provided to executive leadership and the Board to facilitate personnel decision-making based on the Mission, budget, and strategic goals of GCC.

The HR Office is responsible for fulfilling annual Integrated Postsecondary Education Data System (IPEDS) reporting requirements, which is a valuable resource for equity and diversity data. The HR Office is also responsible for completing an annual department KPI performance report tied to the College's Mission, Strategic Plan, and budget, as well as developing the annual employee characteristics database, which is a critical component of the annual budget development and review cycle (Procedure 3100-PR2 Institution Performance Data Review). During the development of each report, relevant employee policies and procedures are reviewed and updated as needed and benefit programs (Procedure 5060-PR1 Employee Benefit Opportunities - Insurance Benefit Program) are analyzed and adjusted when warranted. As the various types of HR data are evaluated, stretch goals aligned with the College's Mission, Strategic Plan, and ethics and equal opportunity values (Policy 5000 Ethics and Professional Conduct, Policy 5001 Personnel Equal Opportunity Statement) are developed for the coming fiscal year in an effort to continuously improve the employment practices and personnel infrastructure of the College.

As mentioned above, an important part of the annual data review and budgeting process is a review of current HR policies and procedures to ensure needed updates and revisions take place in a timely fashion. The electronic Employee Handbook is developed with minimal additional narrative; the majority of information presented is linked to official policies and procedures. This structure ensures this valuable employee resource is automatically updated when the underlying policies or procedures are updated.

Documentation:

- B.3.1 20240522 Governing Board Minutes
- B.3.1 20240610 Governing Board Minutes
- B.3.1 20240731 Strategic Plan
- B.3.1 Accounting Specialist Resume
- B.3.1 Adjunct Position Inventory
- B.3.1 Administrative Assistant Resume
- B.3.1 Current Gila County Campuses Org Charts
- B.3.1 Employee Handbook
- B.3.1 Faculty Credentials ALL GCC
- B.3.1 Full-time Administrative Staff Bios - Gila County Campuses
- B.3.1 Full-time Faculty Position Inventory
- B.3.1 GCC Adjunct Faculty List Both Campuses - Credentials
- B.3.1 GCC Full-Time Faculty List with Education
- B.3.1 GCC Future Vision Org Chart
- B.3.1 GCC Transitional Org Chart
- B.3.1 HR Specialist Resume
- B.3.1 Interim President Resume
- B.3.1 IT Specialist Resume
- B.3.1 Part-time and Full-time Staff - Gila County Campuses

- B.3.1 Policy 1010 District Governing Board General Powers and Duties
- B.3.1 Policy 5000 Ethics and Professional Conduct
- B.3.1 Policy 5001 Personnel Equal Opportunity Statement
- B.3.1 Policy 5060 Employee Benefit Opportunities
- B.3.1 Procedure 3100-PR2 Institution Performance Data Review
- B.3.1 Procedure 5012-PR2 Employee Classification General Responsibilities
- B.3.1 Procedure 5012-PR3 Faculty Credentialing Guidelines
- B.3.1 Procedure 5015-PR1 Personnel Action Guidelines - Open Positions
- B.3.1 Procedure 5015-PR2 Personnel Action Guidelines - Requests
- B.3.1 Procedure 5050-PR1 Holiday Leave
- B.3.1 Procedure 5050-PR2 Paid Time Off Leave
- B.3.1 Procedure 5050-PR3 Sick Leave
- B.3.1 Procedure 5060-PR1 Employee Benefits Opportunities - Insurance Benefit Program
- B.3.1 Procurement Specialist Resume
- B.3.1 Senior Dean Curriculum Vitae

3.2. The institution supports 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.

The College understands the importance of professional development and training opportunities for all employees. Employee training and development starts with the onboarding experience under construction through the HRIS/Payroll platform through Automatic Data Processing, Inc. (ADP). Each new employee will be given a semi-customized, cloud-based onboard experience that is overseen jointly by their supervisor and HR. A team member 'buddy' may also be assigned to act as a co-worker point of contact to help the incoming employee acclimate to the College and work environment.

The TLC Committee, per Policy 2012 Standing Committees, will work closely with the College Council and HR and will act as the 'hub' of the College's professional development and training opportunities. The mission and purpose of this committee will focus on providing a variety of training and development programs that will enable faculty, staff, and administrators to gain additional knowledge, skills, and insights to support students and communities. The TLC Committee will also review and track the fulfillment - activity participation, report/presentation of learning, and subsequent target measurement changes - of professional development activities requested and approved per Policy 5070 Professional Development Program. When a professional development activity request is submitted, it must contain a clear statement regarding the way(s) the activity will aid the employee and/or College in fulfilling the Mission and strategic goals of GCC as well as the measurement instruments/data that will be reviewed for impact. The College's professional development program is intentionally designed to allow for a wide variety of development opportunities to be requested and considered for approval.

The TLC Committee and HR will also have the opportunity to develop and make available in-house employee training opportunities. In-house training may cover federal and state-mandated topics as well as mandatory and optional types of professional and personal enrichment opportunities. It is intended that in-house employee training opportunities will be offered in a variety of settings including, but not limited to, online through the LMS as well as real-time employee meetings ranging in scope from District-wide to department or group-specific.

Start of semester 'kick-off' meetings will be coordinated by the College Council. Kick-off meeting activities will be developed by the TLC Committee, administrators, and other specialists. These meetings will use area(s) for improvement data identified through established review processes to provide timely information and training through mandatory, regularly scheduled College activities (Policy 5010 Employee Guidelines and Duties, Item 3). The TLC Committee will provide important

support for effective kick-off training and learning sessions by helping to identify areas for improvement noted through interactions with students, employees, and other stakeholders. This committee will then be responsible for tracking any movement in the indicators to evaluate improvement where possible.

As a community college, GCC is particularly well-positioned to offer a wide variety of learning and professional/personal growth opportunities through academic programs and services. An important part of GCC's employee benefits program is the opportunity for employees to receive tuition waivers/scholarships (Procedure 5060-PR2 Tuition Scholarships) and enroll in and attend GCC courses (Procedure 5060-PR3 Enrollment in District Courses). Finally, because the health and wellness of employees is often directly related to productivity and job satisfaction, all employees are encouraged to take a wellness/physical activity course each semester.

Documentation:

B.3.2 Policy 2012 Standing Committees

B.3.2 Policy 5010 Employee Guidelines and Duties

B.3.2 Policy 5070 Professional Development Program

B.3.2 Procedure 5060-PR2 Tuition Scholarships

B.3.2 Procedure 5060-PR3 Employee Enrollment in District Courses

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

The GCPCCD Governing Board and administrative leaders understand the importance of providing effective coaching, training, and evaluation opportunities for all GCC employees (Policy 5014 Employee Evaluation Program). Starting with the College President evaluation process (Procedure 2010-PR1 College President Duties and Responsibilities - CEO Evaluation), the DGB leads the way by providing an interactive evaluation experience that focuses on five critical performance areas:

1. Vision, Mission, and Values
2. Communication
3. Leadership Skills
4. Fiscal Responsibility
5. Organizational Management

Faculty and staff interactive evaluation processes (Procedure 5014-PR1 Faculty Evaluation Guidelines, Procedure 5014-PR2 Staff Evaluation Guidelines) are tailored to different organizational environments: faculty (full-time and adjunct), operational and professional support staff, and supervisors/administrators. As stated in the introductory paragraph of both the faculty and staff evaluation procedures linked above, GCC feels strongly that a meaningful and effective evaluation process for all faculty and staff shall include data/feedback collected throughout the year from multiple sources. These sources include, but are not limited to, informal supervisory coaching and/or goal-setting visits, student evaluations and persistence rates, relevant department statistics, and supervisory/co-worker input as appropriate. Human Resources has the responsibility to oversee and facilitate employee evaluation processes and assist when needed.

Process documents, instructions, and training are being developed to help evaluators communicate expectations for their direct reports and align employee performance to support the Mission, vision, and goals of the institution. Attention will be given to providing opportunities to focus on coaching, performance goals, and professional improvement plans in support of the Mission, Vision, Values, and Strategic Plan of the College. Policy guiding the Performance Improvement Plan (PIP) process is being developed. A PIP template has been drafted to assist supervisors in developing more

coordinated efforts focused on helping employees improve in areas of concern identified through evaluation processes and will be formalized with additional employee feedback. The opportunity to review position inventories and adjust individual inventories for changes in responsibilities that may be necessary throughout the year is built into evaluation processes (Full-time Faculty and Administrative Assistant position inventories are provided as examples).

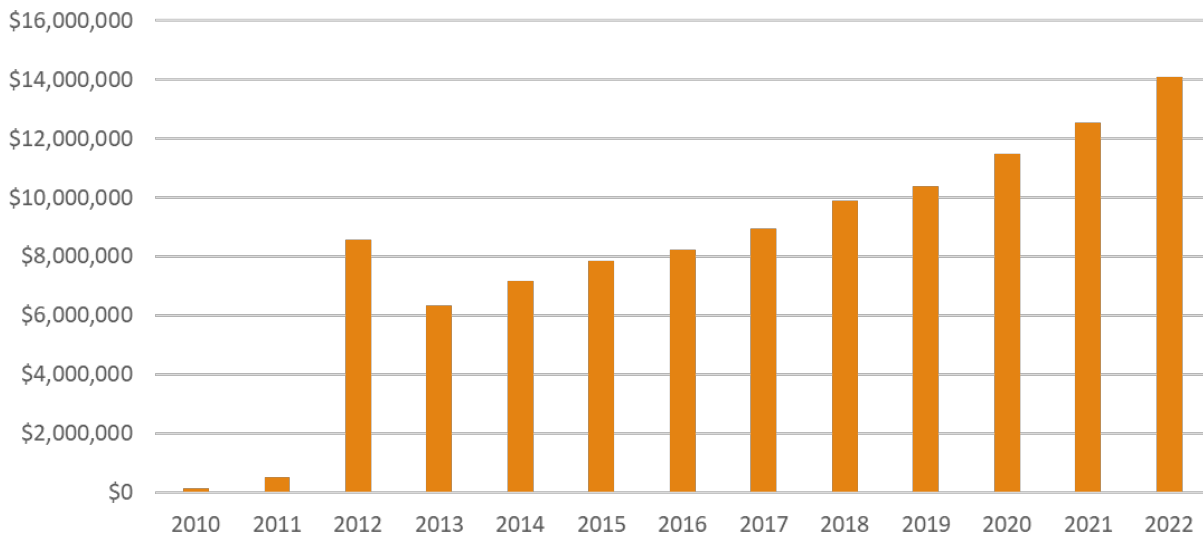
Documentation:

- B.3.3 20240731 Strategic Plan
- B.3.3 Administrative Assistant - Position Inventory
- B.3.3 Faculty FT - Position Inventory
- B.3.3 Performance Improvement Plan - DRAFT
- B.3.3 Policy 5014 Employee Evaluation Program
- B.3.3 Procedure 2010-PR1 College President Duties and Responsibilities - CEO Evaluation
- B.3.3 Procedure 5014-PR1 Faculty Evaluation Guidelines
- B.3.3 Procedure 5014-PR2 Staff Evaluation Guidelines

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. (ER 18)

As GCPCCD prepares for independence, fiscal and budgeting policies and procedures are being developed (Policy 3100 Annual Budget, Procedure 3100-PR1 Annual Budget - Guidelines and Process, Procedure 3100-PR2 Institution Performance Data Review). As these guiding documents are drafted for critical focus areas, careful attention is given to building processes that include support for the College’s Vision and Mission Statements and are based on the fundamental principle of student-centered decision making. Decisions, initiatives, and goals generated in both the academic and business operations environments will utilize continuous improvement data and KPI-driven methodologies for guidance throughout fiscal and budget decision-making processes.

GCPCCD Net Position 2010-2022



NOTE: The 2023 net position has yet not been added as the Fiscal Year 2023 Audit has been delayed with an expected completion date of July 31, 2024.

The District’s net position has improved substantially from \$133,760 in 2010 to \$14,073,886 in 2022. Net position is calculated by deducting the District’s liabilities from the District’s assets. For FY22, assets consisted primarily of cash and investments and capital assets net of accumulated depreciation/amortization.

Based on Fiscal Year 2025 budget data submitted to the Arizona Auditor General's office, approximately 68% (\$6,020,822) of the total resources for the District are funded through the Gila County primary tax levy approved by voters in 2003. Another 10% (\$893,954) comes from three separate Arizona State funding sources, and the remaining 22% comes from previous year carryover, grants, and investment income.

The three sources of Arizona State aid for GCPCCD are:

1. Operating Aid, calculated by multiplying the change in the most recent year's audited FTSE by the average state aid per FTSE appropriated in the current fiscal year;
2. STEM and Workforce Programs Aid, which provides per capita funding based on the District's size and actual audited FTSE, as well as \$200,000 for additional Gila Workforce Development Aid, and,
3. Smart and Safe Arizona Fund, which appropriates one-half of 1% of 33% of the available funds, divided equally between the one or more existing provisional districts.

According to the Property Tax Oversight Commission (PTOC) pursuant to A.R.S. section 42-17003, the maximum allowable levy limit increase for a community college district is 2% over the previous year's maximum allowable levy limit, and may be approved by the Board at the annual Truth in Taxation hearing. The District does have the option to call an election to seek voter approval to increase the primary property tax levy by more than 2% in a subsequent year (A.R.S. section 15-1402.01). However, the Board has no plans to do so at this time. While state funding sources may be influenced by the temporary FTSE decline in the short term, in the long term the Board is confident that the current funding sources, combined with the addition of tuition revenue and continued successful grant awards, will support a solid and sustainable fiscal operation for the District. Additionally, other grant opportunities will present themselves including the opportunity to apply for Carl D. Perkins funding for the College's CTE programs if GCPCCD is no longer a provisional district.

The Gila County Board of Supervisors fully supports GCPCCD and the efforts of the DGB to establish an accredited, independent community college to serve the residents of Gila County. The County has granted the District \$250,000 per year for five years to cover a significant portion of the costs to establish the College as fully-organized, independent, and accredited. It is important to note this temporary funding source provided through an IGA with the Gila County Board of Supervisors is critical to the College's success in becoming fully-organized and its ability to fulfill its Mission to provide exemplary post-secondary educational opportunities for the residents of Gila County. Funds received through this IGA are not included in the annual expenditure limitation calculation.

There is a well-established history of careful financial management that provides support for the College and its Mission. As GCPCCD plans for the future and builds the necessary infrastructure to move forward, lessons learned, and experience gained from operating as a provisional community college district for 20 years will be incorporated and improved upon. The DGB has had and will continue to have the best interests of the residents of Gila County as a guiding principle. Student opportunities for achievement and success will continue to be the ideal woven into all processes and procedures at GCC.

Documentation:

B.3.4 2024 GCC - Gila County IGA

B.3.4 Annual Financial Report Year Ended June 30, 2010

B.3.4 Annual Financial Report Year Ended June 30, 2022

B.3.4 ARS 15-784 Vocational Education

B.3.4 ARS 15-1402-01 Alternative Organization for CC

B.3.4 ARS 42-17003 Duties; Notifications; Taxes

B.3.4 AZ Joint Legislative Budget Committee - 2023-2025 Community College Baseline Data

B.3.4 AZ Joint Legislative Budget Committee - State Aid for Community Colleges

B.3.4 FY 2025 Official Budget Forms and Notice of Pending Financial Statement
B.3.4 Budget Development Guidelines 2025-2026
B.3.4 Policy 3100 Annual Budget
B.3.4 Procedure 3100-PR1 Annual Budget - Guidelines and Process
B.3.4 Procedure 3100-PR2 Institution Performance Data Review

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.

The College's Vision, Mission, and Values, and recently revised Strategic Plan will align with items identified in Program and Department Portfolios, Policy 4035 Occupational Advisory Committees, faculty and staff requests, and additional identified priorities and opportunities for improvement of the College. A Budget Guidelines cover page has been approved by the Board on July 10, 2024, to help budget process participants focus on the priorities and goals of the College. As acknowledged in the first focus area of the budget guidelines document, support for educational programs that provide the best opportunities for students and communities is of critical importance. Additional budget packet instructions and timelines will provide guidance on completion of the main Institutional Performance Data Review processes (Procedure 3100-PR2 Institutional Performance Data Review) and link these valuable sources of performance data to the budget development, review, discussions, and decision-making components of the annual budget process (Procedure 3100-PR1 Annual Budget - Guidelines and Process).

Past and current budgets (FY 2023, FY 2024, FY 2025) as well as financial statements (FY 2020, FY 2021, FY 2022) are posted on the District's website. Unfortunately, the FY 2023 financial statement has been delayed. Budgets are approved for publication at the May District Governing Board meetings and approved at the June meeting after legal publication in the Gila County newspapers, the Payson Roundup and the Silverbelt.

In addition to the importance of supporting high-quality, affordable, and student-centric educational opportunities, budget guidelines thoughtfully include other important implementation logic including the following:

- As finite resources are available for Workforce Development (WFD) to keep CTE current and relevant, priorities will be identified by campus and program to ensure the greatest return on the investment of these important funds. As the Arizona Department of Education administers Carl D. Perkins funding for post-secondary schools in Arizona, GCC will contact the agency pending candidacy status to determine how the College may apply for CTE funding if Candidacy Status is received.
- Technological resources, including expanding educational opportunities for students and additional software solutions (library databases, tutoring platforms, mental health programs, etc.), will be budgeted for appropriately as will the critical IT platforms that support GCC's student and academic processes. To keep GCC and student data secure, following best practices for networks and the College's infrastructure is mandatory and budgeted accordingly.
- To ensure the facilities are maintained and safe for students, staff, faculty, and the public, funds will be set aside for a MFP to be developed in FY 2025-2026.
- Employee remuneration schedules and personnel action requests will be considered each budget cycle (Procedure 5015-PR2 Personnel Action Guidelines - Requests).
- Faculty and staff will be supported through requested and approved professional development activities (Policy 5070 Professional Development Program).
- An independent Gila Community College provides the opportunity to establish a dynamic brand and image to represent GCC well into the future. Efforts to professionally and thoughtfully brand the College at this exciting juncture and into the future will be given appropriate consideration in the budget process.

The GCPCCD Interim President/President, assisted by the Vice President of Business Operations (CBO), shall be responsible for the fiscal management of the College, subject to the general supervision of the District Governing Board and identified in Procedure 3050-PR1 Fiscal Officers and Responsibilities. Throughout the annual budget process, communication at all levels at GCC will be initiated and maintained through the College Council, development and input for Program and Department Portfolios, budget hearings, and the preparation and appropriate posting of both internal and external budget information per Procedure 3050-PR2 Fiscal Codification, Reporting, and Audits.

Documentation:

- B.3.5 20240508 Governing Board Minutes
- B.3.5 20240610 Special Governing Board Minutes
- B.3.5 20240710 Governing Board Minutes
- B.3.5 20240731 Strategic Plan
- B.3.5 Annual Financial Report Year Ended June 30, 2020
- B.3.5 Annual Financial Report Year Ended June 30, 2021
- B.3.5 Annual Financial Report Year Ended June 30, 2022
- B.3.5 Bettermynd
- B.3.5 Budget Development Guidelines 2025-2026
- B.3.5 FY 2023 Official Budget Forms
- B.3.5 FY 2024 Official Budget Forms
- B.3.5 FY 2025 Official Budget Forms and Notice of Pending Financial Statement
- B.3.5 Nettutor
- B.3.5 Official GCC Branding Guide - July 2024
- B.3.5 Payson Roundup FY 2024-2025 Official Budget Publication
- B.3.5 Policy 2012 Standing Committees
- B.3.5 Policy 4035 Occupational Advisory Committees
- B.3.5 Policy 5070 Professional Development Program
- B.3.5 Procedure 3050-PR1 Fiscal Officers and Responsibilities
- B.3.5 Procedure 3050-PR2 Fiscal Codification, Reporting, and Audits
- B.3.5 Procedure 3100-PR1 Annual Budget - Guidelines and Process
- B.3.5 Procedure 3100-PR2 Institution Performance Data Review
- B.3.5 Procedure 5015-PR2 Personnel Action Guidelines - Requests
- B.3.5 Silverbelt FY 2024-2025 Official Budget Publication

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.

Based on the current IGA and Operating Agreement, EAC has overseen financial operations, fiscal reporting, and accounting functions (such as accounts payable, accounts receivable, and cashiering) for several years. The GCPCCD Financial Coordinator, whose office is on the EAC campus and whose salary is paid by GCPCCD, has compiled financial reports for monthly Board meetings and coordinated with the District's CPA on financial reporting and annual audits for the last several years. As GCC prepares to move forward as a fully-organized and independent community college, it will retain the services of the GCPCCD CPA to build on the institutional knowledge and expertise that has provided a history of clean audit reports and sound fiscal management practices. The three most recent audited financial statements are included for review: 2022, 2021, and 2020. Annually, the Arizona Auditor General's team presents the findings of the audit to the District Governing Board. For the past several years, the District has received unmodified audits, indicating the audit was accurate, complete, and verified with no concerns noted.

The College is developing fiscal management practices aimed at clearly-stated responsibilities, internal control processes, and multiple review and approval processes (Procedure 3100-PR2 Institution Performance Data Review). These processes will ensure the responsible stewardship of College assets in support of the GCC Strategic Plan, initiatives, Vision, Mission, and Values.

Communication of relevant fiscal data within the College community is an important part of fiscal management policies and procedures including Procedure 3100-PR1 Annual Budget - Guidelines and Process, financial reporting, and audits. The College's accounting and financial reporting procedures will adhere to Generally Accepted Accounting Principles (GAAP) and follow guidance from the Arizona General Accounting Office and Arizona Auditor General.

Providing timely, accurate, and relevant financial data to the District Governing Board, College administrators, employees, and other internal and external stakeholders is crucial for fiscally responsible decision-making in support of the College's Mission. To that end, GCC has identified a fiscal management cloud-based platform (QuickBooks Online Advanced) with a wide range of features to support the College's fiscal management activities. The GCC general ledger account system is being developed to facilitate data accumulation and reporting of relevant financial information at both macro and micro-organization levels. Comparison reporting capabilities will support outcome review processes necessary for strong fiscal decision-making and identification of improvement opportunities. Additionally, robust data collection and reporting features available through the College's HRIS/Payroll cloud-based platform ADP will provide necessary information about every aspect of personnel expenses for use in fiscal analysis and budgeting. The HRIS will also accumulate important employee composition and demographic information needed to fulfill federal and state reporting requirements that may also be used in various College review, assessment, and improvement initiative processes.

The Fiscal Office will complete a department review through established business operations program review processes. All program reviews require data review and reporting of KPIs specific to the program or department that are clearly linked to supporting the Mission, Vision, Values, and Strategic Plan of the College. The Fiscal Office department KPIs will cover a wide-range of relevant measurements including, but not limited to, effective control and security of GCC funds, use of GAAP methodologies, timely and accurate financial reporting, customer service standards, and more. When reviews of the department data and KPIs indicate an opportunity for improvement, timely information gathering and constructive discussions with College administration, fiscal and business operations staff, fiscal advisors, and other relevant stakeholders will be initiated.

Documentation:

- B.3.6 20230612 Governing Board Minutes
- B.3.6 20240731 Strategic Plan
- B.3.6 Annual Financial Report Year Ended June 30, 2020
- B.3.6 Annual Financial Report Year Ended June 30, 2021
- B.3.6 Annual Financial Report Year Ended June 30, 2022
- B.3.6 GCPCCD - EAC IGA - July 2020
- B.3.6 GCPCCD - EAC Operating Agreement - July 2020
- B.3.6 Procedure 3050-PR2 Fiscal Codification, Reporting, and Audits
- B.3.6 Procedure 3100-PR1 Annual Budget - Guidelines and Process
- B.3.6 Procedure 3100-PR2 Institution Performance Data Review

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. (ER 18)

At a Special District Governing Board Meeting on June 10, 2024, the Board approved the 2024-2025 Official Budget and a 2% tax levy, which is permitted annually by Article 9, Section 19 of the Arizona State Constitution without a taxpayer vote. Although considered a tax increase because \$116,604 in additional funding will be generated, the tax rate actually decreased from the FY24 rate of .9177 to a rate of .9048 for FY25, which translates to \$90.48 per \$100K of assessed primary tax value. This is supportive evidence that the District remains fiscally responsible to Gila County residents and taxpayers. The Gila County Board of Supervisors fully supports GCC and the efforts of the District Governing Board to establish an accredited, independent community college to serve the residents

of Gila County. This support is expressed most significantly by the County granting the District \$250,000 per year for five years, through an IGA which was revised and renewed in May 2024 to cover a significant portion of the costs to establish the College as fully-organized, independent, and accredited. This financial support from the County is doubly significant because these funds, as well as grant funds, are not subject to the budget expenditure limitations statute described at the end of this section.

The District utilizes a number of tools to ensure sustainable support for current operational expenses and future financial priorities. Based on the aforementioned 2024-2025 budget recently submitted to the Arizona Auditor General's office, GCC is able to validate sufficient revenue resources to meet all expenditure obligations while maintaining substantive reserves earmarked for future financial stability and future capital acquisitions/projects. To date, budget materials have been prepared by EAC administrators with little input from the GCPCCD Board or other District representatives. However, all budget materials and reports are reviewed by the DGB, the Interim College President, and the District's CPA to ensure sufficient cash flow, ongoing fiscal responsibility, and comprehensive strategies to meet both short-term and long-term financial priorities.

In Fall 2024, District administrators and other members of the College Council will begin building and preparing the Fiscal Year 2025-2026 Official Budget. This will be the first year of independent operation after the contractual agreement with EAC ends on June 30, 2025. Following Procedure 3100-PR1 Annual Budget - Guidelines and Process, the College President (CEO) and Chief Financial Officer (CFO) will oversee the annual budget process by establishing a timetable with realistic deadlines for budget development, departmental requests, input from appropriate GCC personnel, and communication with the Board.

Gila Community College's employee and retiree benefit liability and obligation was thoroughly researched by GCPCCD's HR Consultant prior to making recommendations to the Board on April 10, 2024. College contributions toward the health-related benefits package and Arizona State Retirement System (ASRS) will not go into effect until employees on the Gila County campuses are transitioned from EAC to the GCC payroll. The projected date for this process to begin is January 2025. The District, as a political subdivision/public employer of the State of Arizona, is able to become a member of ASRS per A.R.S. section 38-711 effective August 1, 2024. The ASRS provides a defined benefit (pension) retirement and long-term disability coverage program for qualified employees of member public employers utilizing a matching contribution funding system. The College is responsible for paying the employer portion and forwarding the employee portions of contributions for as long as GCC and employees maintain membership in the ASRS system. The ASRS is then responsible for meeting its fiscal obligations to current and future retirees.

At the current time, the District does not have any long-term debt related to its facilities, physical property, or other capital expenditures. To address future building maintenance and capital improvement obligations, the District has employed (and will continue to employ) the practice of setting aside at least \$600-750K in reserve each budget year for financial stability and capital projects.

Based on Procedure 3200-PR1 Guidelines for Procurement of Goods and Services, the District has put extensive protocols in place that align with specific State and Federal guidelines as appropriate. A review and approval system has been implemented to assure purchases follow contractual obligation requirements and remain within budgetary parameters. Additionally, a contract database was created and will be presented to the Board every June as part of the budgeting process.

According to A.R.S. section 41-563, originally passed in 1980, the Auditor General's office is required to calculate an annual expenditure limit for each Arizona Community College District. The purpose of the statute is to control expenditures of local revenues and limit future increases in spending to adjustments for inflation and student population growth. The District is required to submit an Annual Budget Expenditure Limitation Report (ABELR), and the limit is based primarily on

increases or decreases in FTSE. It is worthwhile to note once more that grant funds and other external revenue sources are excluded from the limitation calculations. Therefore, the District recognizes the importance of actively pursuing all available and relevant external funding sources. While GCPCCD may exceed its prescribed limitation in FY24 and possibly be required to pay a small penalty to the State, submitting the ABELR assures taxpayers that the District will remain accountable and fiscally responsible by not garnering excessive debt or becoming overextended to any disproportionate degree.

Documentation:

- B.3.7 2024 GCC - Gila County IGA
- B.3.7 2024 Levy Limit Worksheet
- B.3.7 20240410 Governing Board Minutes
- B.3.7 20240610 Special Governing Board Minutes
- B.3.7 A.R.S. 38-711 Definitions, Arizona State Retirement System
- B.3.7 A.R.S. 41-563 Expenditure Limitations
- B.3.7 Article 9 Section 19 - Limitation on Annual Increases in Local ad valorem Tax Levies; Exceptions
- B.3.7 ASRS Approval of Membership - July 2024
- B.3.7 ASRS Retirement Plan - Effective August 2024
- B.3.7 Budgeted ELR Report FY22
- B.3.7 Contract Database June 2024
- B.3.7 Contract Request Summary
- B.3.7 FY 2025 Budget -Revenues - FTSE - Tax Rate
- B.3.7 FY 2025 Official Budget Forms and Notice of Pending Financial Statement
- B.3.7 Policy 2012 Standing Committees
- B.3.7 Procedure 3100-PR1 Annual Budget - Guidelines and Process
- B.3.7 Procedure 3200-PR1 Guidelines for Procurement of Goods and Services

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.

The District has maintained its own facilities for approximately 20 years. This includes the Payson and Gila Pueblo Campuses, the RTC, and the Hayden Wellness Center. The District has been fortunate to have the same Facilities Administrator working full-time for the last 18 years on the Gila Pueblo Campus. There are two full-time and two part-time maintenance employees at the Payson Campus and two full-time and six part-time maintenance employees at the Gila Pueblo Campus, which is a larger and historically significant campus. There are also two part-time security personnel at each campus.

Several policies, including Policy 2040 Facilities and Asset Maintenance, Policy 2050 Facility Use, Policy 5100 Drug, Alcohol, and Tobacco Free Workplace, and Policy 2060 Weapons on Campus, build the foundation for providing safe and effective physical resources at GCC. The Facilities Administrator will be a member of the College Council and will be responsible for making recommendations to ensure GCC facilities and services are safe, maintained, and continually improved to meet the changing needs of staff and students.

The College does not have an MFP but will develop this document during the 2025-2026 year. The plan will be developed as part of the budgeting and strategic planning processes that will guide the important work of maintaining, renewing, and constructing safe, efficient, and well-maintained facilities, properties, and other physical assets of the College. Recommendations will be brought forward to the College Council with the final decisions on project inclusion and priority status made by the President with Board approval as necessary.

Ongoing preventive maintenance to its buildings, grounds, and equipment, however, is a priority for the campuses as is ongoing maintenance, as needs arise.

As the campuses have grown over the past several years, modular facilities including a Dental Assistant building, a 5-plex Allied Health building, and a Cosmetology building were added to the Gila Pueblo Campus. In 2023, to meet the growing Cosmetology needs at Gila Pueblo Campus, a storage facility was constructed. At the Payson Campus, a Nursing and Allied Health building, a Cosmetology building, an outdoor classroom, and a greenhouse have been added while work continues on the construction of the Richard F. Caris dome to house the College's recently-purchased telescope. After two new Payson Campus instructors were hired in 2022, an underused classroom was converted to office space adding more full-time faculty offices, an adjunct office, a security office, as well as a private lactation room.

Within the last few years, the District has made a concerted effort to keep facilities current. In 2022, new carpeting, furniture, and a central heating/cooling unit were installed in the Gila Pueblo Campus' main building and a large portion of the plumbing was replaced. Additionally in 2022, the roof at the RTC was upgraded to a poly roof after a storm caused major water damage. Duralast roofs were also installed on the Cosmetology building, and the 5-plex Allied Health building. Also in 2022, the Hayden Wellness Center was completely remodeled to include new bathrooms, flooring, and a new Duralast roof. The outside of the Wellness Center at the Gila Pueblo Campus was also painted and the grounds were updated with gravel and a retaining wall.

One of the deferred maintenance projects at the Gila Pueblo Campus is the construction of new restroom facilities for staff and the public. Old plumbing has caused some major concerns on this campus. As the MFP is developed, this project will be considered a high priority to begin aligning facilities with the needs and direction of GCC for the next several years.

Another deferred maintenance project is replacing the roof on one section of Building B of the RTC classroom. The replacement of this roof will complete the roof replacement for the entire RTC. As facility needs arise which are not listed in the annually reviewed MFP, the annual program review process (Procedure 3100-PR2 Institutional Performance Data Review) as well as the College Council will both allow for requests to be submitted, considered, and potentially included in the MFP and/or budget process (Procedure 3100-PR1 Annual Budget - Guidelines and Process).

Safety is a priority for GCC. The goal has always been to have safe facilities and grounds for students, community members, and employees. Facilities have been constructed to ensure safe and sufficient physical resources are in place to help the College meet its Mission of facilitating effective student learning and support services. Buildings are planned, designed, and constructed in compliance with all local, state, and federal regulations including the current ADA standards. The only major project currently underway is the Richard F. Caris Observatory. The dome will be constructed under the direction of the Facilities Administrator and the M3 Engineering and Technology Corporation to ensure all guidelines are followed.

Gila Community College maintains compliance with all federal, state, and local building, fire, health and safety regulations, codes, and standards including Occupational Safety and Health Administration (OSHA) and Arizona State Fire Marshal Guidelines as appropriate. Fire extinguishers and intercom systems are in place at both campuses. Additionally, the Payson Campus has smoke and heat detectors installed as well as a fire suppression system maintained on contract by Johnson Controls. The facility complies with all fire suppression testing, consisting of monthly, quarterly, bi-annual, annual, and five-year testing. All fire suppression deficiencies are tracked, corrected, and cataloged.

As the GPCCCD campuses are small, the College community can immediately report any safety concerns, needs, or deficiencies directly to the Facilities Administrator or one of the Associate Directors on campus. The Facilities Administrator is available 24/7 and Campus Security is available on the Payson and Gila Pueblo Campuses during normal business hours. Currently, there is no security on either campus on the weekends or holidays.

A current list of all capital equipment and College assets is updated annually by the District's CPA and is used for inventory and depreciation schedules. Additionally, all departments on both campuses keep an inventory of capital items and update it annually.

Moving forward, the Facilities Administrator is committed to implementing several proactive measures to identify maintenance and security needs throughout the District. These measures may include detailed maintenance logs, detailed security logs, a reporting/logging system for necessary maintenance noted during routine custodial service work, scheduled and recorded periodic building and grounds evaluations, and scheduled and tracked preventive maintenance. Each of these measures will provide data and informational support for completion of the department performance review process as well as the MFP and budget review processes. Additionally, development of a College Emergency Preparedness and Response Guide similar to what is currently used will be an important early initiative needing strong support and participation of the entire maintenance and security department in coordination with other key College area administrators.

Documentation:

- B.3.8 Capital Asset Listing 20230630
- B.3.8 Emergency Plan - Gila Pueblo
- B.3.8 Emergency Plan - Payson
- B.3.8 Johnson Controls
- B.3.8 Law Enforcement Training Academy Inventory
- B.3.8 M3 Services Agreement
- B.3.8 Maintenance Request Form
- B.3.8 Policy 2040 Facilities and Asset Maintenance
- B.3.8 Policy 2050 Facility Use
- B.3.8 Policy 2060 Weapons on Campus
- B.3.8 Policy 5100 Drug, Alcohol, and Tobacco Free Workplace
- B.3.8 Preventive Maintenance Schedule
- B.3.8 Procedure 3100-PR1 Annual Budget - Guidelines and Process
- B.3.8 Procedure 3100-PR2 Institutional Performance Data Review

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.

As stated in Policy 2030 Technology Resource Standards, GCC provides its students, employees, District Governing Board members and the public with access to information resources and technologies. The College recognizes that the free exchange of opinions and ideas is essential to academic freedom and the advancement of educational, research, service, operational, and management purposes is furthered by making these resources accessible. Understanding that the availability of current, relevant, and secure technology is critical to the success of students, employees, and the College, the annual budget process (Procedure 3100-PR1 Annual Budget - Guidelines and Process) details information technologies and resources as an important component in the budget development guidelines and the allocation of funds.

Through the IT Department's annual program review process (Procedure 3100-PR2 Institution Performance Data Review), and utilizing the established program review template for student support services, measurable data will be gathered and reported concerning several KPIs including inventories noting key characteristics of hardware and software, usage statistics for critical infrastructure systems, service, repair and replacement logs, internal and external help desk inquiry logs, and scheduled software and hardware upgrade cycles and processes. These records and data, presented to the College Council with other program reviews, will be instrumental in the budget planning and decision-making processes of the College in both the short and long term.

Data security is of utmost importance to GCC and information technologies support every aspect of GCC operations. When evaluating the platform technology proposals received for the College's SIS, LMS, catalog management, Board meeting/records and policy manual administration, as well as fiscal/HR/payroll management systems, the security protocols implemented and followed by each cloud-based technology system was an important factor in the proposal rating process (Procedure 3200-PR1 Guidelines for Procurement of Goods and Services). Just as important are the security and risk management processes that will be implemented when using these infrastructure platforms or other technology resources provided by the College. Procedures 2030-PR1, Network Resource Guidelines, and 2030-PR2, Information Technologies Acceptable Use Directives, lay the foundation for the safe and secure use of GCC information technologies. These informative procedures, coupled with targeted IT security training and user agreements, will be widely communicated to students, employees, and other stakeholder users of GCC IT resources through the catalog, syllabi, the Policies and Procedures Manual, Employee Handbook, student and employee orientation meetings, annual training schedules, etc.

Information technologies and data security are also a critical component of GCC's Emergency Preparedness and Response program. As this program is developed, IT Department operating procedures will be implemented to provide for the safe and secure maintenance of internal servers, storage facilities, hardware, and software. Best practices will be incorporated in the backup and retrieval operating procedures established for College data and information technologies. Further, the records retention guidelines established by the Arizona State Library Archives and Records Management Department per A.R.S. section 41-151.14 will be followed. Risk assessments of IT and data control processes will be conducted as part of the anticipated Risk Management program described in Section B.3.10.

Documentation:

B.3.9 Annual Review Process

B.3.9 ARS 41-151.14 Records Retention

B.3.9 Board Policies and Procedures Manual

B.3.9 Budget Development Guidelines

B.3.9 Employee Handbook

B.3.9 Policy 2030 Technology Resources Standards

B.3.9 Policy 2030-PR1 Network Resource Guidelines

B.3.9 Policy 2030-PR2 IT Acceptable Use Directives

B.3.9 Procedure 3100-PR1 Annual Budget - Guidelines and Process

B.3.9 Procedure 3100-PR2 Institution Performance Data Review

B.3.9 Procedure 3200-PR1 Guidelines for Procurement of Goods and Services

B.3.9 Student Support Services Program Review Template

B.3.9 Syllabus Template

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.

As stated in the introduction to Policy 2100 Risk Assessment and Management, GCC endeavors to be an innovative and flexible higher education institution that encourages risk assessment and management as an integral process for supporting GCC's Mission to promote and enhance student learning and success. The College also embraces a comprehensive approach to risk management that promotes broad strategic thinking and analysis, while fundamentally integrating GCC's Vision, Mission, and Values. To this end, risk management will provide the College with the ability to identify, assess, and manage the full spectrum of risks and opportunities and to enable management, faculty, and staff at all levels to better understand and manage risk.

An important component of GCC's risk assessment and management program is an Emergency Preparedness and Response initiative that will clearly communicate to students, employees, and others within the College environment the protocols for risk management. A comprehensive and strategic assessment of risk environments will be conducted and clear guidelines for reduction and/or mitigation of identified risk will be outlined. This program will also establish clear communication lines and designate the person(s) responsible for making critical decisions when responding to developing risks or unfolding emergencies.

Partnerships with external entities are also an important part of GCC's enterprise risk management philosophy. The District has contracted with The Trust for business insurance and risk mitigation needs. The types and levels of coverage for the numerous services provided by The Trust coverage was recently reviewed and approved by the Board at the June 10, 2024 meeting and will be reviewed annually by the College Council during budgeting processes. The policy with The Trust is comprehensive and includes contracted legal services as another level of protection for the College. District legal counsel is proactive in identifying potential risks and protective courses of action most notably within the areas of forming an independent, fully-organized community college, contracts, policy and procedure development, and federal and state legal compliance. The District's partnership with The Trust also gives the institution access to numerous training opportunities for Board members, administrators, and employees aimed at identifying current and emerging risks to the College and providing the knowledge and tools needed to mitigate those risks. Additionally, agreements with community public service entities such as police departments and other emergency service agencies will provide communication and vital coordination protocols where and when assistance might be needed.

The College is also cognizant of the need to develop robust risk management strategies and processes for ensuring business continuity during unforeseen circumstances. The Board Policies and Procedures Manual is a comprehensive living document that provides invaluable information for students, administrators, employees, and other stakeholders regarding the foundational directives and processes necessary to support GCC's Vision, Mission, Values, and strategic goals. The Policies and Procedures Manual is publicly available and faculty and staff are encouraged to become familiar with and refer to this manual as they fulfill their responsibilities to the College. Additionally, each program and department within the College is encouraged to develop codified business practices as well as knowledge and data repositories that will enable others to understand and carry out the essential functions of the program or department when faced with unforeseen circumstances. As a small community college, it will also be imperative that administrators and staff fulfill several roles and be cross-trained in multiple areas as practicable to provide a realistic level of business continuity when unusual circumstances arise.

As the Transition Team builds the infrastructure for an independent community college, partnerships have been implemented with IT providers for the critical operating platforms necessary to serve students, employees, and communities in a secure and reliable fashion. Each technology provider and platform provides secure, cloud-based technology services with data backup and strong security protocols in place. The GCC IT Department will also implement internal backup and security protocols, as mentioned in Section B.3.9, to complement and strengthen those of the service providers to ensure the safety and accessibility of critical information or data in the event of an emergency.

Documentation:

B.3.10 20240610 Governing Board Minutes

B.3.10 20240731 Strategic Plan

B.3.10 Board Policies and Procedures Manual

B.3.10 Policy 2100 Risk Assessment and Management

B.3.10 The Trust - 2024-2025 Proposal Acceptance Form

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Academic freedom is a core value at Gila Community College (referenced throughout this document as “GCC” or “College”), where the exploration of topics and free exchange of ideas is endorsed and encouraged. This commitment is codified under Policy 4000 Academic Freedom and was approved and adopted by the Gila County Provisional Community College District (referenced throughout this document as “GCPCCD” or “District”) District Governing Board (referenced throughout this document as “DGB” or “Board”) on March 13, 2024. As stated in this policy, “Academic freedom enables faculty members to foster in their students a mature independence of mind, and this purpose cannot be achieved unless students and faculty are free within the laboratory, classroom, and elsewhere to express the widest range of viewpoints in accord with standards of scholarly inquiry.” The College’s dedication to academic freedom and academic integrity is communicated to students, faculty, and stakeholders in policies (Policy 4000 Academic Freedom, Policy 6010 Academic Integrity, Procedure 6010-PR1 Academic Integrity - Sanctions and Hearings, Policy 6002 Student Code of Conduct), admissions application, and manuals at the district and institutional levels. The rights and responsibilities of students regarding academic freedom, academic integrity, and freedom of inquiry are published in Simbli, in the catalog, and relevant flyers are posted in the LRCs and bulletin boards on each campus. Further, statements on academic integrity are required in all course syllabi.

Respectful discussions that include different student and faculty perspectives are encouraged as a form of inquiry that leads to deeper understanding. According to Policy 4000 Academic Freedom, “Academic freedom includes the right to criticize existing institutions (including leadership, professions, paradigms, and orthodoxies).” This dedication to academic freedom enables GCC to encourage an environment of free and open discourse, representing all points of view.

Because academic freedom is essential to the discovery, advancement, and dissemination of knowledge for both students and society at large, Policy 4000 Academic Freedom “protects faculty from any and all arbitrary interferences with their ability to fulfill their responsibilities in research, creative activities, teaching, service, and outreach.” Further, this policy “includes the right of faculty members to be free from any adverse action resulting in whole or in part from the exercise of freedom of speech, belief, or conscience in any venue, to the maximum extent consistent with the fulfillment of clearly defined teaching, creative activity, research, service, or clinical obligations.” Faculty have a wide degree of latitude in the classroom, allowing them the freedom to teach in the manner that best reflects their teaching style and supports student success, as long as the timely and effective completion of course objectives remains the focus.

The College actively maintains and enforces Policy 6010 Academic Integrity, which clarifies the definition of academic integrity, academic deceit, and plagiarism for both faculty and students. Procedures for addressing academic integrity violations are outlined under Procedure 6010-PR1 Academic Integrity Sanctions and Hearings. These guidelines, along with Policy 6002 Student Code of Conduct, affirm the GCC’s commitment to integrity and ensure students clearly understand the expectations surrounding their academic conduct. These policies and procedures also communicate to students the significance of academic integrity to the legitimacy and integrity of the institution, as well as to the value of the academic community of which they are a part.

Documentation:

- B.4.1 20240313 Governing Board Minutes
- B.4.1 Admissions Form
- B.4.1 Flyers - Academic Freedom, Integrity, CopyLeaks
- B.4.1 Policy 4000 Academic Freedom
- B.4.1 Policy 6002 Student Code of Conduct
- B.4.1 Policy 6010 Academic Integrity Policy
- B.4.1 Procedure 6010-PR1 Academic Integrity - Sanctions and Hearings
- B.4.1 Syllabus Template

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Policy 2012 Standing Committees identifies the formal groups that will make up an important part of the future GCC governance structure, as well as outlining committee responsibilities and target membership. As a small institution, decision-making and communication will be optimized by granting broad oversight of objectives, assignments and projects to a limited number of councils and committees. Building a well-designed governance structure to provide College-wide guidance will maximize effective input and participation from each campus while minimizing travel and meeting time through the efficient use of technology. Representatives from the four campus constituencies – administrators, staff, faculty, and students – will come together as the decision-making college community. They will collaborate with the College President (Policy 2010 College President Duties and Responsibilities) who will either take direct action on various recommendations and/or proposals, or present these items to the District Governing Board for their approval as appropriate.

Five councils/committees will provide the core oversight and governance for the College:

College Council

The College Council is charged with creating college-wide goals and continuous improvement initiatives, overseeing the ongoing accreditation/re-accreditation process, proposing models for the allocation of resources (Procedure 3100-PR1 Annual Budget - Guidelines and Process), and recommending additional actions in support of the Vision, Mission, and Value Statements, Strategic Plan, MFP, and other guiding fundamental elements of the College (Procedure 3100-PR2 Institution Performance Data Review). The College President will chair the weekly meetings, and other council members will lend their subject matter expertise to the decision-making processes. Each member of the College Council is expected to support two-way communication by bringing information and data to the committee from others in their area of responsibility. Committee members will also be encouraged to share relevant information and decisions generated by the council with their respective programs, departments, and/or groups.

Academic Standards Committee

The Academic Standards Committee's purpose is to adjudicate student academic matters including, but not limited to, academic integrity (Policy 6010 Academic Integrity), student conduct (Policy 6002 Student Code of Conduct), and student academic grievances (Procedure 6010-PR1 Academic Integrity - Sanctions and Hearings). An experienced full-time faculty member will serve as the Chairperson and Academic Integrity Officer.

Curriculum Committee

The Curriculum Committee serves as the oversight and guidance committee for the development, revision, and approval of educational programs and curricula within the framework of Policy 4020 Curriculum Guidelines, and Procedures 4020-PR1 Course Outlines and 4020-PR2 Curriculum Processes. The Vice President of Academics will serve as the chair of this committee and meet monthly.

Distance Education Committee

The Distance Education Committee is designed to provide oversight and guidance for matters relating to distance education as stated in Policy 4040 Distance Education: “. . .to promote the development, creation, and delivery of high-quality courses to meet the continuous and changing educational needs of students in Gila County.” Two faculty experienced in distance education will co-chair this committee.

Teaching, Learning, and Community (TLC) Committee

The TLC Committee’s main focus is to promote excellence in teaching and learning across the College community and to nurture an atmosphere of continuous growth and improvement. This committee is also tasked with identifying emerging educational needs, as well as providing oversight and administering resources for professional development and training.

Other ad hoc committees will be created as needed. In the spirit of open communication and productive exchanges, the College’s leadership is dedicated to listening to and including a wide range of stakeholder voices. Prior to the implementation of any new ideas, projects, grants, or initiatives, varying levels of review will take place including ensuring decisions are viable and supportive of the College’s Vision, Mission, Values, and Strategic Plan. Ultimately, the focal point of all decision-making processes is to benefit the student and safeguard their accomplishments and well-being.

Under the College Council purview, an Accreditation and Institutional Effectiveness Subcommittee (AIE) will be established. The subcommittee will be composed of the GCC Accreditation Liaison Officer (ALO) and representatives from faculty, staff, and administration. The AIE will meet regularly to assess key institutional processes and methodically review and analyze the existing ISER. As a group, they will review the narrative and supportive data, assess effectiveness in achieving goals and objectives, and propose creative ways to meet and exceed accreditation standards. Thus, the ISER is converted into a living document that is frequently and consistently updated and becomes an essential planning tool for the College.

Documentation:

- B.4.2 20240731 Strategic Plan
- B.4.2 Policy 2010 College President Duties and Responsibilities
- B.4.2 Policy 2012 Standing Committees
- B.4.2 Policy 4020 Curriculum Guidelines
- B.4.2 Policy 4040 Distance Education Course Criteria
- B.4.2 Policy 6002 Student Code of Conduct
- B.4.2 Policy 6010 Academic Integrity
- B.4.2 Procedure 3100-PR1 Annual Budget - Guidelines and Process
- B.4.2 Procedure 3100-PR2 Institution Performance Data Review
- B.4.2 Procedure 4020-PR1 Course Outlines
- B.4.2 Procedure 4020-PR2 Curriculum Process
- B.4.2 Procedure 6010-PR1 Academic Integrity - Sanctions and Hearings

4.3. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

Decision-making Processes are Consistent and Collaborative

Currently, Eastern Arizona College (referenced throughout this document as “EAC”) has a contractual obligation to supervise personnel on the Gila County campuses. However, by nature of their front-line positions, faculty and staff on those campuses have assumed the vast majority of decision-making responsibilities. A great deal of analysis and thought has gone into the formation of an organizational structure that will enable GCC to meld the existing EAC policies with day-to-day practices as seamlessly as possible. The intent is to migrate to an efficient and effective decision-making framework that will best serve GCC and its constituents. All GCC employees will be encouraged to participate in college-wide decision-making processes through internal committee representation, external advisory committee participation, and continuous improvement initiatives across the campuses.

It is imperative that all stakeholders feel a sense of ownership in creating an innovative and energetic environment that supports student success. Still in the formative stages, the College is committed to confronting challenges in a collaborative and solution-based manner. In order to expand offerings and services, a sense of empowerment and connectivity is essential in building trust within the surrounding communities. As stated in its Vision Statement, “Gila Community College is an organization constantly creating the future.”

The student population at GCC is diverse in many ways. A variety of ethnicities, backgrounds, and age groups contribute to the College’s vibrant and energetic culture. Educational goals are just as varied. Some of the students are preparing for their first career, while others are retooling their knowledge and skills to change career paths. Additionally, the community college setting must cultivate a welcoming and enriching atmosphere for those who consider themselves lifelong learners. In order to optimize equitable student outcomes or results, GCC is obligated to remove entry barriers, nurture a sense of belonging and inclusion, embrace diversity, and recognize the uniqueness of every student’s educational goals.

Decision-making Structures are Designed to Advance the Mission

The more pragmatic benefits that result from acquiring accreditation are that the institution 1) is eligible to apply for federal grants and contracts, 2) is able to distribute federal financial aid to qualified students, and 3) can more easily transfer students’ credits to other accredited institutions.

In addition, the actual process of applying for institutional accreditation provides an outstanding “blueprint” for developing and achieving a high level of institutional effectiveness. ACCJC’s Accreditation Standards require an institution to authenticate its continuous quality improvement efforts specifically focused on “the critical elements of student learning, student achievement, and closure of institutional equity gaps.” In order to meet these standards, GCC is compelled to construct a framework that will not only lead to achievement of the College’s Mission, but will, as ACCJC requires, genuinely “promote student success, academic quality, institutional integrity, and excellence.”

Based on a model developed by Dr. John Hannigan and Dr. Shusaku Horibe for West Valley College in Saratoga, CA, GCC plans to create its own Sustainable Institutional Effectiveness Structure. Too often, the accreditation process is thought of as a set of “To Do” items to be checked off once a report is submitted or campus visit has taken place. Instead, taking a more proactive approach will enable GCC to utilize the ISER as a foundation for continuous quality improvement and innovative solutions.

Under the College Council purview, an Accreditation and Institutional Effectiveness Subcommittee (AIE) will be established. The subcommittee will be composed of the GCC Accreditation Liaison Officer and representatives from faculty, staff, and administration. The AIE will meet regularly to assess key institutional processes and methodically review and analyze the existing ISER. As a group, they will review the narrative and supportive data, assess effectiveness in achieving goals and objectives, and propose creative ways to meet and exceed accreditation standards. Thus, the ISER is converted into a living document that is frequently and consistently updated and becomes an essential planning tool for GCC.

Documentation:

B.4.3 Policy 2012 Standing Committees

B.4.3 Spring 2024 - Student Profile

B.4.3 West Valley College Sustainable Institutional Improvement

4.4. The institution’s decision-making structures and processes are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Board Oversight is Clearly Defined

The DGB functions under a comprehensive set of District Governing Board Policies and Procedures Section 1000 that define the scope of its responsibilities, powers and duties. The Board is responsible for building and maintaining a strong foundation for the College, and for ensuring the quality and efficacy of academic, vocational, and technical program offerings that meet the educational needs of its stakeholders. Board oversight is clearly outlined in Policy 1010 DGB General Powers and Duties where 12 responsibilities are listed pursuant to A.R.S. section 15-1444, and Policy 1015 DGB Administrative Powers and Duties where 16 responsibilities are listed pursuant to A.R.S. section 15-1445). These duties set forth the expectations and standards related to academic services and records, employment contracts and compensation, campus security, property holdings and insurance, business operations, state planning and funding input, stakeholder and governmental accountability, and special student population accommodations.

While the DGB is charged with approving all policies for the College, the Board empowers the College Interim President/President to work with the appropriate College personnel, consultants, and stakeholders to develop, review, and update those policies and supportive procedures on an ongoing basis. This is to assure consistent alignment with GCC’s Mission and goals as outlined in Policy 2000 Policies and Procedures Development and Revision.

The Board provides Financial Oversight

Fiduciary duties are at the heart of effective governance. Therefore, the Board must make good faith decisions in the best interest of their constituents to ensure the fiscal health and stability of the institution. Currently, the DGB receives and reviews monthly budget and expenditure reports from the GCPCCD Financial Coordinator at EAC. Over the upcoming transitional year, the DGB will be actively engaged with GCPCCD personnel and consultants to develop the necessary analytical and fiscal planning tools essential in maintaining financial sustainability. These tools are also necessary in demonstrating accountability and generating financial reports for the College’s key stakeholders.

In accordance with State of Arizona statutes and Fiscal and Business Operations Policies and Procedures Section 3000, a timetable for the annual District budget is to be presented by the Interim President/President and CFO to the DGB at the March Board meeting/work session every year. After receiving final direction and input at that meeting, the President and CFO will prepare a preliminary budget to be presented at the April Board meeting, and a final budget proposal and employment contracts will be presented at the May Board meeting every year.

Prior to the Board's final review in June, the proposed District budget and information pertinent to the annual Truth in Taxation hearing will be published online and in print media in the local newspapers per Procedure 3100-PR1 Annual Budget - Guidelines and Process. Then, at a special Board meeting each June, the proposed District budget for the following fiscal year will be presented to the DGB for approval and adoption. In conjunction with the special budget meeting, the state-mandated Truth in Taxation hearing will take place. This hearing enables the DGB to consider approval of the annual .02% tax levy increase allowed by the State of Arizona.

The DGB Treasurer is elected at the first regular Board meeting of the calendar year. As noted in the District Governing Board Bylaws adopted on April 6, 2024, this individual serves as the financial liaison with College administration. The Treasurer also serves as the College Fiscal Officer in order to officially submit the ABELR to the Arizona State Auditor General's office.

The Board Holds the College Accountable for Student Success and Support

The DGB regularly reviews educational and student support program proposals from administrators representing the interests of all Gila County residents and Board members regularly attend the Rural Policy Forum. Enrollment data prepared by the EAC administration is regularly presented and scrutinized by the Board to determine which programs best meet the needs of the communities the District serves. The Board also reviews economic forecasting, workforce needs, and rural policy data furnished by the State of Arizona to ensure viability of the District's educational offerings and future employability of its graduates. As an example, a LETA offering was approved by the Board based on a state-wide shortage of law enforcement officers. This program is scheduled to begin in August 2024 on the Gila Pueblo Campus.

The College's Strategic Plan provides the fundamental blueprint for determining how successful the College is in carrying out its Mission and achieving the subsequent goals. On July 17, 2024, the District Governing Board President, Interim College President, HR Specialist, and several faculty and staff met to discuss and incorporate measurable goals and objectives into the Strategic Plan. A revised Strategic Plan was presented to the Board and approved on July 31, 2024.

Documentation:

- B.4.4 20240406 Governing Board Minutes
- B.4.4 20240508 Governing Board Minutes
- B.4.4 20240610 Special Governing Board Agenda
- B.4.4 20240610 Special Governing Board Minutes
- B.4.4 20240731 DRAFT Special Governing Board Minutes
- B.4.4 20240731 Strategic Plan
- B.4.4 ARS 15-1444 - General Powers and Duties of District Boards
- B.4.4 ARS 15-1445 - Administrative Powers and Duties of District Governing Boards
- B.4.4 Board Policies and Procedures - Section 1000
- B.4.4 Board Policies and Procedures - Section 3000
- B.4.4 Budgeted ELR Report FY22
- B.4.4 GCPCCD Board Bylaws 20240406
- B.4.4 Payson Roundup FY 2024-2025 Official Budget Publication
- B.4.4 Policy 1010 District Governing Board General Powers and Duties
- B.4.4 Policy 1015 District Governing Board Administrative Powers and Duties
- B.4.4 Policy 2000 Policies and Procedures Development and Revisions
- B.4.4 Procedure 3100-PR1 Annual Budget - Guidelines and Process
- B.4.4 Silverbelt FY 2024-2025 Official Budget Publication

4.5. The governing board selects and evaluates the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Selection and Administrative Authority of the College President (CEO)

Under Policy 2010 College President Duties and Responsibilities, the “District Governing Board (DGB) is authorized per A.R.S. section 15-1444 to hire a President of the College through contracts of more than one year, but no more than five years each.” This policy also allows the DGB to delegate and authorize the College President/Interim President, to “administer all aspects of College organization and operations. The College President/Interim President serves as the Chief Executive Officer (CEO) and provides direct oversight of the executive team and top-level administrators of all academic and business operations.”

Expectations and Evaluation of the College President (CEO)

Based on Procedure 2010-PR1 College President Evaluation, the “DGB shall evaluate the College President at a minimum on an annual basis. The evaluation(s) of the College President (CEO) shall be accomplished by the DGB with input from all Board members as practicable.” Fundamentally, the President is expected to demonstrate a clear understanding and support for GCC’s Mission, Vision, and Values Statements, maintain open and effective communication with the DGB and the College leadership team, lead by example, and deploy personnel and assets toward achieving GCC’s strategic goals.

Current Interim College President (CEO)

On July 1, 2022, the GCPCCD Board entered into a five-year IGA with the Gila County Board of Supervisors who agreed to financially assist with establishing “the College as a fully-organized and institutionally accredited community college district.” This enabled the Board to contract with Dr. Janice Lawhorn to serve as the District’s first Interim President. The Board of Supervisors' new IGA in 2024 will continue this support.

Since taking the helm as Interim President in August 2022, Dr. Lawhorn has made significant progress in systemically developing the College’s operational infrastructure, including fiscal controls, HR management, procurement, IT (both business and academic), strategic planning and data analysis, project management, risk management and compliance, and facilities management. She also provided technical oversight and direction for the eligibility application process required to pursue accreditation.

To assist Dr. Lawhorn with these responsibilities, a Procurement Specialist, HR Specialist, and ERP/IT Specialist have been retained. These individuals, along with a part-time Administrative Assistant hired in February 2024 and a part-time Accountant hired in May 2024, are working with Dr. Lawhorn to create policies and procedures that will enable the College to begin hiring its own employees, managing its own finances, and overseeing its own day-to-day operations.

As required by ACCJC, the District will inform the Accreditation Commission if there is a change in the institution’s Chief Executive Officer. Additionally, the District affirms that the CEO does not serve as the chair of the District Governing Board.

Documentation:

B.4.5 20240731 Strategic Plan

B.4.5 2022 GCC - Gila County IGA

B.4.5 2024 GCC - Gila County IGA

B.4.5 Accounting Specialist Resume

B.4.5 Administrative Assistant Resume

B.4.5 ARS 15-1444 - General Powers and Duties of District Boards
B.4.5 HR Specialist Resume
B.4.5 Interim President Resume
B.4.5 IT Specialist Resume
B.4.5 Policy 2010 College President Duties and Responsibilities
B.4.5 Procedure 2010-PR1 College President Evaluation
B.4.5 Procurement Specialist Resume

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

(ER 7)

The Board as a Collective Entity

In accordance with Article IX Code of Ethics of the GCPCCD Board Bylaws, Board Members recognize that their primary responsibility is governing the College in the best interest of the educational needs of the entire District. They agree to devote time, thought and study to their duties, work with fellow Board members in a spirit of respect and cooperation while honoring differences of opinion and actively listening to all viewpoints, and uphold and support the majority decision of the Board. These ideals are reinforced by the orientation and training opportunities provided to all Board members (Procedure 1000-PR1 DGB Formation and Responsibilities - Orientation and Training).

Board members also understand the responsibilities of the DGB as a legal entity and the powers that reside only in the majority vote. Board members agree to base personal decisions on available facts in each situation and vote an honest and educated conviction without influence of partisan bias, while welcoming and encouraging active cooperation by citizens, organizations, and the media with respect to current policies, operations, and proposed future developments.

The DGB also adheres to Policy 1040 DGB Ethics and Professional Conduct and Procedure 1040-PR1 DGB Ethics and Professional Conduct - Code contained in the official Policies and Procedures Manual. This further underscores the Board's commitment to honorable and responsible conduct as individuals and as a Board.

Fiduciary and Ethical Leadership Responsibilities

As stated in Article VII Governance and Management of the GCPCCD Board Bylaws, the District Governing Board has the fiduciary responsibility to provide oversight, accountability, and stewardship of GCC's resources. The Board will review and adopt the College's annual budget submitted to the State of Arizona. The Board will also review and approve the Vision, Mission, Values, and Strategic Plan for the College annually.

Members of the Board take an oath of office to represent the best interests of Gila County residents and taxpayers in regards to the College's institutional integrity, fiscal solvency, and operational sustainability (Policy 1050 DGB Oath of Office). To that end, the Board establishes significant and relevant policies, makes strategic organizational decisions, and enables the College to offer academic, technical/occupational, and personal enrichment course offerings that meet the educational needs of its stakeholders. In accordance with the current contractual arrangement with EAC, the GCPCCD Interim President is designated to ensure Board policies are followed when coordinating the implementation of these programs with EAC administrators.

Each member of the Board is subject to the conflict-of-interest provisions of Arizona law. Following Policy 1055 DGB Conflict of Interest, Board members must annually disclose in writing (generally within the first quarter of the calendar year) any substantial interest they, or any of their relatives, may have in any District contract, sale, purchase, service, or decision. Disclosures are amended promptly throughout the year as circumstances may require. Board members also understand and agree to refrain from participating in any way in any decisions or discussions regarding matters in which they, or their relatives, have a substantial interest. The DGB certifies that all members have completed the 2024 Conflict of Interest forms as required.

The Board's Ability to Self-govern

The District is organized under A.R.S. section 15-1402.01 to provide educational services to the residents of Gila County, Arizona. For most of its history, the five-person DGB, whose members are elected from voting precincts within the District, were solely responsible for providing the organizational framework and direction for the District.

Subject to Article IV Meeting Procedures of the GCPCCD District Governing Board Bylaws, the order of business for any regular meeting of the Board will be in accordance with the agenda prepared for the meeting (Policy 1020 DGB Public Meetings). The agenda provides for both an executive session and open session in accordance with requirements of law (Procedure 1020-PR2 DGB Public Meetings - Agenda and Official Minutes). During the course of any regular meeting of the Board, the Board President will act as presiding officer and all motions will be directed to the Board President. All meetings of the Board are open to the public except for executive sessions. The Board reserves the right, however, to maintain order and prevent interference with the conduct of its meetings by any member(s) of the public.

The District has recently purchased Simbli board document management software that will automate the process of creating and publicizing DGB meeting agendas, meeting minutes, and general communications (Procedure 1020-PR1 DGB Public Meetings - Meeting Notice Guidelines, Procedure 1020-PR2 DGB Public Meetings - Agenda and Official Minutes). The Simbli document management platform also includes a policy management solution module that has been implemented to manage and make publicly accessible District policies and procedures, providing greater transparency to stakeholders including faculty, staff, and the public.

All of the Board's responsibilities extend beyond legal and financial aspects to include protecting and expanding post-secondary educational opportunities for students, taxpayers, and other stakeholders in Gila County. Policies and procedures established must ensure that the Board fulfills its mission, meets all legal obligations, and provides exemplary guidance and leadership for the College.

Documentation:

- B.4.6 2024 District Governing Board Certification and Conflict of Interest Forms
- B.4.6 20240731 Strategic Plan
- B.4.6 ARS 15-1402-01 Alternative Organization for Community College Districts
- B.4.6 Board Policies and Procedures Manual
- B.4.6 GCPCCD Board Bylaws 20240406
- B.4.6 Gila County Community College District Map - May 2022
- B.4.6 Policy 1020 DGB Public Meetings
- B.4.6 Policy 1040 DGB Ethics and Professional Conduct
- B.4.6 Policy 1050 DGB Oath of Office
- B.4.6 Policy 1055 DGB Conflict of Interest
- B.4.6 Procedure 1000-PR1 DGB Formation and Responsibilities - Orientation and Training
- B.4.6 Procedure 1020-PR1 DGB Public Meetings - Notice Guidelines
- B.4.6 Procedure 1020-PR2 DGB Public Meetings - Agenda and Official Minutes
- B.4.6 Procedure 1040-PR1 DGB Ethics and Professional Conduct - Code

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
<p>i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)</p>	<p>Formation of District - Resolution No. 02-01-02</p> <p>Articles of Incorporation</p> <p>Provisional Community College District Status in Arizona</p> <p>ARS 15-1402 Community College Districts – Requirements - Exceptions</p>
<p>ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution</p>	<p>Procedure 3100-PR2 Institution Performance Data Review</p>
<p>iii. Documentation of the governing board’s approval of the institutional mission (ER 6)</p>	<p>20240406 Governing Board Minutes</p> <p>20240731 Governing Board Minutes</p>
<p>iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution</p>	<p>Payson Occupational Advisory Committee Meeting Minutes October 2023</p> <p>Gila Pueblo Occupational Advisory Committee Meeting Minutes October 2023</p> <p>Procedure 3100-PR2 Institution Performance Data Review</p> <p>Strategic Plan</p>

<p>v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)</p>	<p>Strategic Plan</p> <p>Procedure 3100-PR2 Institution Performance Data Review</p> <p>C.1.v 2018-2022 EAC Completers - Transfers</p> <p>Policy 4005 Institutional Learning Outcomes</p> <p>Sample Course Evaluations</p> <p>Instructor Results</p> <p>Program Portfolio Annual Updates</p> <p>Program Learning Outcomes</p>
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Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> ● Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees ● Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities ● Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i>)</p>	<p>C.2.i Procedure 4010 Academic Year</p> <p>C.2.i Procedure 4012 Awarding Transfer Credit</p> <p>C.2.i 4014 Course Credit</p> <p>C.2.i 4015 Standards for Awarding Credit</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:*</p> <ul style="list-style-type: none"> ● Any established criteria the institution uses regarding the transfer of credit earned at another institution ● Any types of institutions or sources from which the institution will not accept credits ● A list of institutions with which the institution has established an articulation agreement ● Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See <i>Policy on Transfer of Credit</i></p>	<p>C.2.ii Policy 4012 Awarding Credit</p> <p>*We will continue to develop our processes and procedures for the awarding of credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. In addition, articulation agreements will be established when we attain Candidacy Status.</p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <i>Policy on Institutional Advertising and Student Recruitment</i> (ER 16)</p>	<p>C.2.iii Policy 4050 Admissions</p> <p>C.2.iii Procedure 4050-PR1 Admissions Guidelines</p> <p>Admissions Form</p> <p>Branding Guidelines</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> ● Evidence that these policies/procedures are accessible to students in the catalog and online ● Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<p>Policy 6100 Student Grievance Policy - Academic Standards</p> <p>Policy 6105 Student Grievance Policy - Non-Academic Standards</p> <p>Policies/Procedures in Catalog</p> <p>Accreditation Status</p>
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> ● Accurate and consistent implementation of complaint policies and procedures ● No issues indicative of noncompliance with Standards 	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>No link required; to be verified by the team during in-person site visit</p>

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	Policy 4075 - FERPA Procedure 4075-PR1 - FERPA Appeals
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Procedure 4020-PR1 Curriculum Process
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> ● Findings from any audits and program/other review activities by the U.S. Department of Education (ED) ● Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p><i>See Policy on Institutional Compliance with Title IV</i></p>	NA
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's : <ul style="list-style-type: none"> ● Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit ● Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) ● Policies regarding protection of student privacy <p><i>See Policy on Distance Education and on Correspondence Education</i></p>	NA
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	NA
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	See note in C.2.ii
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	NA
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	NA

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	C.3.i Human Resources Policies and Procedures 5000-5999
ii. Employee handbooks or similar documents that communicate expectations to employees	Employee Handbook w/Policy and Procedure links
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	Annual Financial Reports C.3.iii Annual Financial Report and Report on Internal Controls Ended June 30, 2022 C.3.iii Annual Financial Report and Report on Internal Controls Ended June 30, 2021 C.3.iii Annual Financial Report and Report on Internal Controls Ended June 30, 2020
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	Annual Budget Annual Budget Guidelines and Processes Institution Performance Data Review Budget Development Guidelines
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	Strategic Plan Procedure 3100-PR1 Annual Budget - Guidelines and Process Procedure 3050-PR2 Fiscal Codification, Reporting, and Audits
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	Policy 2030 Technology Resource Standards Procedure 2030-PR1, Network Resource Guidelines Procedure 2030-PR2 Information Technologies Acceptable Use Directives
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Not applicable
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's <i>Policy on Contractual Relationships with Non-accredited Organizations</i>	Not applicable

<p>ix. Written code of professional ethics for all personnel including consequences for violations</p>	<p>Board Ethics and Professional Conduct</p> <p>Employee Ethics and Professional Conduct</p> <p>C.3.ix Policy 5020 Personnel Disciplinary Action</p> <p>C.3.ix Procedure 5020 Personnel Disciplinary Action Due Process</p>
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Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	College President Duties and Responsibilities - CEO Evaluation
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	Affirmation the CEO Does Not Serve as the Chair of the Governing Board
iii. Governing board policies/procedures/bylaws related to Board Ethics	District Governing Board Policies and Procedures Section 1000 District Governing Board Bylaws Bylaws Code of Ethics - Article IX Policy 1040 Ethics and Professional Conduct Procedure 1040-PR1 - Ethics and Professional Conduct - Code Policy 1050 Oath of Office
iv. Governing board policies/procedures/bylaws related to conflict of interest	District Governing Board Policies and Procedures Section 1000 District Governing Board Bylaws Policy 1055 Conflict of Interest 2024 Conflict of Interest Forms Policy 1050 Oath of Office

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
<p>i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p><i>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</i></p>	<p>GCPCCD Seeks Public Comment</p> <p>Silverbelt Newspaper Articles</p> <p>Payson Roundup Article</p> <p>GCC Website</p>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p><i>See Policy on Representation of Accredited Status</i></p>	<p>Gila County Community College Provisional District Accreditation</p>

D. Appendix 1: Verification of Catalog Requirements (ER 20)

*GCPCCD does not intend to produce a printed catalog.

REQUIRED ELEMENT	CATALOG LOCATION
General Information*	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	About Gila Community College
Educational Mission	Vision and Mission Statement
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Accreditation Status
Course, Program, and Degree Offerings	Course Offerings Degrees and Certificates Offerings
Student Learning Outcomes of Programs and Degrees	Student Learning Outcomes for Programs and Degrees are listed in the curriculum for each Degree and Certificate Example: Welding Cert
Academic Calendar and Program Length	Academic Calendar
Academic Freedom Statement	Academic Freedom Statement
Available Student Financial Aid	Financial Aid Information Scholarship Information
Available Learning Resources	Academic Advising & Disability Services Learning Resource Center (LRC) Student Resource Folders Tutoring
Names and Degrees of Administrators and Faculty	Administration Staff Faculty
Names of Governing Board Members	District Governing Board
Requirements	
Admissions	Admissions
Student Tuition, Fees, and Other Financial Obligations	Tuition & Fees Schedule
Degrees, Certificates, Graduation and Transfer	Types of Degrees and Certificates Graduation and Commencement Transfer and Articulation

Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Academic Regulations
Nondiscrimination	Nondiscrimination Statement
Acceptance and Transfer of Credits	Awarding of Transfer Credit
Transcripts	Transcripts
Grievance and Complaint Procedures	Student Grievance Procedures
Sexual Harassment	Civil Rights Protections and Sexual Harassment Prohibition
Refund of Fees	Refund of Fees
Locations or Publications Where Other Policies May be Found	
Board Policies and Procedures Manual	GCPCCD Board Policies and Procedures Manual

E. Appendix 2: Organizational Structure

Current Gila County Campuses Org Charts

GCC Transitional Team Org Chart

GCC Future Vision Org Chart

F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Gila Pueblo Campus
8274 South Six Shooter Canyon Road
Globe, Arizona 85501
<https://gilacc.org/about/globe.php>

Payson Campus
201 North Mud Springs Road
Payson, Arizona 85541
<https://gilacc.org/about/payson.php>

Globe-Miami Regional Training Center (RTC)
4053 US Highway 60
Miami, Arizona 85539
<https://gilacc.org/about/rtc.php>

Arizona Department of Corrections Rehabilitation and Reentry
1000 Fairgrounds Road
Globe, Arizona 85501
<https://corrections.az.gov/safford>

Additional Site:

Hayden Wellness Center
147 East Park Lane
Hayden, Arizona 85135
<https://gilacc.org/about/hayden.php>

G. Appendix 4: Acronyms
AA – Associate of Arts
AAEE – Associate of Arts in Elementary Education
AAS – Associate of Applied Science
ABELR – Annual Budget Expenditure Limitation Report
ACCJC – Accrediting Commission for Community and Junior Colleges
ACETS – Arizona Course Equivalency Tracking System
ADA – Americans with Disabilities Act
ADCRR – Arizona Department of Corrections, Rehabilitation and Reentry
ADOT – Arizona Department of Transportation
ADP – Automatic Data Processing, Inc.
AGEC – Arizona General Education Curriculum
AHEAD – Association on Higher Education and Disability
AIE – Accreditation and Institutional Effectiveness
ALO – Accreditation Liaison Officer
AS – Associate of Science
ASRS – Arizona State Retirement System
ASSIST – Arizona State System for Information on Student Transfer
ATF – Articulation Task Force
AZPOST – Arizona Peace Officers and Standards Training Board

BHP – Resolution Copper
BPMC – Banner Payson Medical Center
CAAP – Collegiate Assessment of Academic Proficiency
CBO – Chief Business Officer (in this document, also the Vice President of Business Operations)
CEO – Chief Executive Officer (in this document, also the College President)
CERE – The Center for Excellence in Rural Education
CFO – Chief Financial Officer
CLOs – Course Learning Outcomes
CPA – Certified Public Accountant
CRM – Customer Relation Management
CTE – Career and Technical Education
CTEDs – Career and Technical Education Districts
CVIT – Cobre Valley Institute of Technology
DGB – District Governing Board
E&I – Electrical and Instrumentation
EAC – Eastern Arizona College
ERIC – Education Resources Information Center
FERPA – Family Educational Rights & Privacy Act
FMI – Freeport-McMoRan, Inc.

FTSE – Full-Time Student Equivalent
GAAP – Generally Accepted Accounting Principles
GCC – Gila Community College
GCPCCD – Gila County Provisional Community College District
GOA – Graduate Outcomes Assessment
HLC – Higher Learning Commission
HR – Human Resources
HRIS – Human Resources Information System
HVAC – Heating, Ventilation, & Air Conditioning
IGA – Intergovernmental Agreement
ILOs – Institutional Learning Outcomes
IPEDS – Integrated Postsecondary Education Data System
ISER – Institutional Self-Evaluation Report
IT – Information Technology
KPIs – Key Performance Indicators
LETA – Law Enforcement Training Academy
LMS – Learning Management System
LRC – Learning Resource Center
MFP – Master Facilities Plan

MOUs – Memorandums of Understanding
NAVIT – Northern Arizona Vocational Institute of Technology
OSHA – Occupational Safety and Health Administration
PIP – Performance Improvement Plan
PLOs – Program Learning Outcomes
PON – Position Opening Notice
PTO – Paid Time Off
PTOC – Property Tax Oversight Commission
RFP – Request for Proposal
RTC – Regional Training Center
SIS – Student Information System
SLOs – Student Learning Outcomes
STEM – Science, Technology, Engineering and Mathematics
TLC – Teaching, Learning, and Community
WFD – Workforce Development