Reviewer Group	Policy Area	Policies, Processes, and Procedures	Impact on Student Success and Equity	Recommendations	Reviewer and Date
Student Services and Instructional Services Group #1	Advising	• Who is required to see an advisor • Are students assigned one advisor • Is the advising model intrusive • Does advising lead to an educational plan • Do students say that advising is working? • Is there an advising committee or group charged with improving and monitoring the advising process? Are students involved?	All FTIC, probation, SAP, and students on FA appeal. No , for FTIC and Yes for currently enrolled students. Yes for students on probation, FA SAP and/or Appeal Yes, all FTIC students have access to a electronic degree plan See survey of Student Engagement Results Yes, Academic advisors in counseling collaborate to continually improve the academic advising processes.	Continue mandating academic advising for FTIC, Probation, SAP, and FA Appeal students. SAP, Probation, and students on FA Appeal. A student mentor program ; more manpower needed to facilitate the program. Students need a two year academic plan with access to a two year course schedule. Mandatory Advising with lock step degree plans. Mandatory advising for students who submit a "Change of Major" request.	Barbara Malone, Christy Klemiuk, Gretchen Huff, Valarie Ray, Steve Davis, Tony Stanzo, Keri Harvey, Chase Machen, Mark Taylor and Dana Hyatt
	Admissions	• Are there cut-off dates for admissions (either to institution or specific programs)? • If yes, are they reasonable? • Do you offer dual enrollment/Early College High School?	GC is an open enrollment institution. Specific programs have cut-off dates for admission, i.e., Allied Health, Police Academy Select Programs such as Nursing, Police Academy, Radiological Tech, have admission restrictions Dual Enrollment currently and planning to implement Early College High Scholl in the fall of 2015	Would prefer to not enroll students once the semester begins. GC should explore offering an Early College High School	
	College Success Course	• Do you offer a college success course? • Is it required or optional? • Is it routinely revised, based upon student/faculty input?	Yes LF required for FTIC with less than 15 credits ; excluding students with dual credits or those enrolled in AAS programs. Yes, the course has been revised and updated every semester since its inception. (Faculty driven not student driven)	If a student with dual credit hours completes 15 dual credit hours with a GPA of 3.0 or higher exempts them from LF.	
	Other				
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Student Services and Instructional Services Group #2	Completion	• Are programs of study clearly mapped from entry to completion? • Linked to career pathways? • Do you have a standard course attendance policy? Is attendance mandatory? • Do you charge a fee or require paperwork to be filed (barriers) in order to graduate? • Do you have autograd and award degrees to students who completed but did not apply for graduation? • Does course scheduling facilitate program completion? • Do you offer any accelerated programs?	Program Brochures are routinely updated. Career Coach includes the Career Pathways for all GC programs. No Yes- Graduation Application Yes, we automatically graduate students each semester, but only under the declared degree in the SIS database. Workforce Program-Yes Not all AS programs Example: Pre-calculus and Calculus for Business are offered during the day one semester and evening the next semester	Streamline and update course brochures---Use Career Coach as a recruiting tool.	
	Counseling	• Are counseling services available to students? • Are they offered when and where students need them?	Yes Yes, the Counseling Office has extended office hours. An LPC travels to South Campus weekly and as needed.		
	Late Start Classes	• Is there a procedure for creating later-start classes due to the demand produced by late registration? • If so, is it effective?	No, but if we see a demand we will add classes to the 2nd 8 Week term.	Continue to offer classes in the same manner---Offer more face to face 8 week courses---Offer more certificate classes in 8 week session	
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Student Services and Instructional Services Group #3	Learning Communities	Are there learning communities on campus? If so, identify cohorts and describe common learning experiences, including classes and co-curricular activities.	Don't Know		
	Out-of-class Interaction	• Does the college have a policy or practice statement that underscores the importance of interaction with faculty and staff outside of the	No		
	Orientation	• Does the college have a new student orientation program? • Mandatory or optional? • In person, online or both? • Is it regularly evaluated for effectiveness? • What does evaluation show about its impact?	Yes Mandatory for all FTIC and transfer students Both Yes The pre-and post test of the Learning Outcomes indicate a significant amount of Learning exist. (See Orientation report for Learning Outcomes	Continue to mandate Orientation for all FTIC and transfer students.	
	Other				

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Student Services and Instructional Services Group #4	Student Responsibility	• Does the college have a written statement that addresses the student's role in the educational process including expectations? Please describe.	Yes	All academic advisors will review the newly revised brochure with the student at the first face to face advising session.	
	Transfer Policies	• Is there an individual identified to help students understand and compare the transfer process? • Are there incentives for students to transfer with an associate's degree? • What articulation agreements with 4 year colleges exist to facilitate transfer with loss of credits?	Yes; All full time Academic Advisors Yes- Southeastern offers out of state tuition waiver for students who graduate from GC		
	Other				
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Instructional Services	Curricular Alignment	• Are there processes in place for working with K-12 and 4-year university sectors to align curricula and competencies? • If so, could the processes be "models" for other programs?	In specific cases with individual universities. A model of this is our relationship with the University of North Texas. They invite us to annual meetings on their campus to discuss articulation agreements and we have some customized for our specific needs (Honor's articulation). We also have processes to align with K12 via an annual summit we hold on our campus and through our Director of Dual Credit.	Develop closer relationships with our other transfer universities.	Instructional Deans
	Developmental Education	• Who teaches developmental courses? • Do faculty participate in professional development to improve practice? • What strategies do you use to accelerate student progress through developmental education? • Do you conceptualize basic skills instruction? • Is there a policy that mandates when students must begin developmental sequence? Complete? • Are there consistent exit standards for developmental courses and entry standards for college-level courses?	All full-time math faculty teach at least one developmental course, supplemented with adjuncts. Half of integrated reading and writing courses taught by full-time instructor, supplemented with adjuncts. Yes, monthly departmental meetings and regional forums each semester. Reading and writing are integrated and students who produce strong portfolios can exit developmental sequence early. Math students who assess at near cut off levels for college readiness are allowed to mainstream into college level course work that is paired with developmental support. Yes Yes, all students must assess using the Texas Success Initiative (TSI) standards. All students who are deficient in reading, writing, or math must make progress in those skills in each semester as a condition of enrollment in select college level courses. Yes, THECB enforces the TSI standards.	Explore offering online options for developmental courses	Mark Taylor, Director of Student Success Centers.
	Student Learning	• Does the college have a statement about the value of student learning? If so, please describe. • Has the college identified learning outcomes for each program? For each course? If so, how is mastery assessed?	Yes, this is stated in our Mission, Vision, and Philosophy statements Yes to stated learning outcomes at both the course and program levels. Mastery is assessed through both core and program level assessment.	Form teams of experts in each of the core objective areas that will review and refine rubrics used to measure the objectives.	Instructional Deans
	Teaching Practice	• Describe how faculty engage in continuous quality improvement to address the learning needs of at risk or under-prepared students. • Give examples of active learning. • Are faculty rewarded for gains made by low-income or students of color? If so, describe how.	We do not engage in specific improvement strategies to assist only at risk students. However, we do extensive professional development for underprepared students, evidenced in our QEP project for developmental math, our push for Learning Frameworks for all students, and campus support for development students in specialized labs. We require that all faculty use multiple engagement strategies in all courses via Blackboard. We do not reward faculty for making specific gains for specific populations.	Expand the understanding of how to serve at risk populations throughout the college using the Learning Frameworks principles, poverty reading, and other strategies.	Instructional Deans
	Other				

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Core Team #1	Diversity and Equity	• Is there an institutional statement in place that addresses diversity and equity? • Are faculty, staff, and administrators trained to work with students from diverse backgrounds? • Multicultural perspective integrated in curriculum? • Do you disaggregate data to ID equity gaps?	Yes. The college publishes this statement on the College Catalog on page 6. The college also has a policy in its policy and procedures manual. The college disseminates its policy on diversity and equity to all new employees. We provide awarness but may not be providing training. Depends on the curriculum. It is at the course level but not integrated throughout the curriculm. Yes, we have begun using dissaggregated data. May not be using it as well as we should.	The college strategic plan addresses diversity but may not address equity. A review of the strategic plan should be conducted. Student Clubs and organizations policy and membership requirements should be reviewed as some may be restrictive. A review of free speech on campus should occur. A thorough review of policies and procedures for training on working with diverse populations should occur. A review of multicultural perspective across the curriculum should be examined.	Charles Leslie, Steve Davis, Debbie Smarr,. Gary Paikowski, Mark Taylor and Chase Machen
	Institutional/Organization	• Who is responsible for coordinating student success initiatives? • Are students and faculty represented?	This is fragmented across the institution with many initiatives siloed in areas and little communication. Faculty yes, but not actively engaged. Students not adequately.	A review of the organizational structure for student success initative coordination should be examined. Need to reinforce a committemnt to service on committes. May not need representation on committees but use focus groups more actively to obtain student voices.	
	Mission Statement	Does the mission statement indicate a commitment to student success? To serving low-income and students of color?	Yes the college mission statement indicates a coimmittement to student success. It reflects a committemet to diversity but not explicitly to low-income and students of color.	A revioew of the mission statement for commitment to low-income and students of color should be conducted to ensure it is part of the college's mission.	
	Other				
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Core Team #2	Professional Development	• Does the college have a comprehensive program of professional development in place? • If so, is it aligned with college vision and faculty/staff evaluation? • Are faculty held accountable for participation?	Yes, the college has a dedicated professional development day each main semester for faculty, staff and administrators. DK Local and Legal, DJ Local, and DEC Local and Legal policies address PD. Adjuncts attend a orientation each semester and have the opportunity to participate in a summer institute. It is aligned with the college vision statement. There is not a regular evaluation of professional development for all employees. Not really. They are encouraged but not all attend.	College should review its policies and practices for professional development to ensure accountability and adequate activities are provided and participation is ensured for student success. Look at Adjunct professional development requirements	Regina Organ, Debbie Smarr, Leon Deutsch, Shelle Cassell, Dava Washburn
	Research and Policy Development/Use of Evidence	• Have any policies and practices been specifically created or modified based on research on targeted populations? If so, please describe. • Does the college routinely collect survey data on students? Are focus groups used? If so, give examples of how such research informs practice? • Is policy/practice research ongoing?	QEP has led to changes in developmental mathematics. Learning Frameworks mandate, Loan Default rates. We are siloed when it comes to research. CCSSE, SENSE, Course Evals and other adhoc surveys. Limited use of student focus groups is occuring. We make lots of changes based on best practices. Little research based policy and practice changes	We need to review student involvement in our research practices to ensure we are getting the student voice. We need to coordinate surveys and research to ensure studetns, faculty, and staff are not overwhelmed with research instruments and to ensure we get adequate data.	
	Transportation	• Is public transportation available when classes are offered, including during the day and in the evening?	We regularly evalutae our TAPS contracts to enusre adeqatre service is offered.	Periodically review TAPS to ensure adequate transportion for evening students and scheduling of transportion with classes, etc.	
	Other				
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Student Services, Instructional Services, and Institutional Research	Early Alert	• Is there a process in place to inform advisors/counselors if a student veers off pathway or shows slow progress and the need for intervention? • Do faculty run grade reports at key points in term e.g. midterm? • How well is it working?	Recently implemented 3rd and 8th week grade and absences. Utilize Estudias to contact students identified by faculty as experiencing absences/excessive absences during the first 8wks of the semester. Just implemented fall 2014 Still fine tuning process.	Refine processes to report 3rd and 8th week notifications. More utilization of Estudias. Explore College Student Inventory assessment. Explore integration of processes with new ERP System.	Academic/Workforce Deans and Debbie Smarr (IR)
	Late Registration	• Do you allow late registration? • How many students register late? • What are the characteristics of those who do? • How do late registrants perform in courses?	Yes, during schedule change week during drop and add, however new students registering late is minimal. (1! Do not know Do not know	Do not allow late registration and move drop/add period up one week.	
	Scheduling	• Are all required courses available at times suitable for all kinds of students, including those working FT?	No, GC does not offer an adequate number evening or weekend courses .	Increase night an weekend availability of courses.	
	Other				

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Student Services	Financial Aid	• What financial aid application support do you offer? • Are cut-off dates for institutional/state aid reasonable? • Is there a practice in place to earmark a portion of tuition increases to offset the effect on low income students? • Is there an emergency loan fund available? • Do you offer financial literacy?	One on one support provided at financial aid kiosk. Institutional cut-off dates are aligned with federal requirements. State aid are defined by the state. No No Yes, we offer financial aid literacy in multiple formats	Explore limited use of emergency loans. Continue to increase campus-wide participation in financial aid literacy to help address default concerns.	Donna King, Director of Financial Aid
	Degree Audit	• Is there a mandatory degree status check after completion of a specified number of hours? • Can students run their own program evaluation/degree audit/what if?	Only on entering transfer students. Yes	There is a legislative mandate to complete degree audit for all students with 45-credit hours. We want to use this milestone to prompt degree advising.	Barbara Malone, Christy Klemiuk.
	Other				
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Institutional Research, Information Technology and Registrar	Institutional Research Capacity	• Who is charged with conducting research on student success? • Are policies/procedures in place to ensure data integrity? • Routinely disaggregate student cohort data to ID gaps in achievement? • How is data shared with college community?	Office of Planning, Research, Assessment and Accreditation. Registrar's Office is responsible for State Reporting of data. We have a datra team in place to assist in the research and review of data related to student success Data Team will begin taking responsibility for review of data quality and integrity issues - there are no policies in place regarding data integrity Beginning to at the IR office level. More work in ensuring all departments looking at data are disaggregating when appropriate Data is shared at key meetings across campus and throughout the year from the OPRAA office. Campus community has access to data through Estudias. There is no guidelines for specific data to be shared and/or disseminated regularly	College should consider the development of policies and procedures related to data quality and integrity and data sharing. A comprehensive list of reports, reporting guidelines and offices responsible for such reports should be developed and tracked for compliance.	Debbie Smarr, Christy Klemiuk, Regina Organ, Gary Paikowski, Dorothee Johnson, Daniel Nickeson, and Jeff Scott
	Technology	• Are computer labs adequate and available when students need them? • Are discounts available to students for equipment or software purchase? • Are distance learning programs regularly evaluated and outcomes compared to on-campus success rates?	We think so, but not sure. Yes, but may not be commonly known Yes based on course grades. College has the ELAC committee that reviews all courses offered online to ensure quality of online courses.	Consider utilizing student focus groups to look at adequacy of computer labs and knowledge of discounts on equipment and software purchase. College should look further into the evaluation of outcomes in distance learning courses to ensure they are comp[arable to traditional modes of delivery.	Debbie Smarr, Christy Klemiuk, Regina Organ, Gary Paikowski, Dorothee Johnson, Daniel Nickeson, and Jeff
	Other				
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Student Services, Student Support Services, and Instructional Services	Assessment and Placement	• Are assessment and placement mandatory? • What do faculty say about these processes? • Are cut scores routinely evaluated? • How long are placement scores valid? • Math Refresher before assessment? • Administer college placement exam in high schools?	TSI Assessment is required of all students who are not otherwise exempt (State of Texas requirement) It is a state law. Faculty like knowing that students are nearing college readiness, especially in math. Cut scores are set by THECB; however, pilot projects are ongoing to mainstream targeted students ("differentiated placement" based on holistic advising). Test scores are valid for 5-years (THECB rules). Pre-Assessment Activity is required prior to taking TSI Assessment. The activity includes information about college remediation options and practice questions in reading, writing, and math. Pre-Assessment workshops offered in January and August. Yes, but it is currently limited. Not all high schools have available time for another assessment, but some make the time.	Explore expanding TSI Assessments to all local high schools during the Spring of sophomore year. Explore more ambitious "differentiated placement" based on targeted holistic advising factors.	Mark Taylor, Director of Student Success Centers.
	Tutoring	• Does the college have a tutoring program that uses both faculty and peer tutors? If so, describe how it works. • Is supplemental instruction embedded in any courses and required?	Yes. We have supplementary instruction (SI) in Math and Accounting and other subjects by student request. We have open instructional labs for math and writing at all levels. We have SI in select math and accounting classes. Attendance is optional	Expand SI services (as budget allows) and explore mandating attendance.	Mark Taylor, Director of Student Success Centers.
	Undecided/Undeclared Students	• How do you identify undecided students? • Can a student be undecided? If so, for how long? • What intervention do you require for undecided/undeclared students? • Are students indicating they are degree seeking even if they are not in order to be eligible for financial aid?	We don't identify undecided students. Not at the this time. N/A Yes.	We need to allow students the opportunity to be in a special or non-major status. Our students should not feel obligated to select a major until they are ready to do so.	
	Other				

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Institutional Research and Business Services	Planning, Resources and Budgeting	• How do planning and budgeting processes acknowledge low-income students and students of color? Describe any best practice.	The College allocates budgets for recruitment of African American and Hispanic students; pays for transportaion services through TAPS for studetn with no reliable transportation; provides deparmental schoilarships based on need; provides tuition exemptions for dual credit high school students who qualify for free and reduced lunches; allows students with pending financial aid to charge books and materials at the campus bookstore prior to disbursement of funds; offers a payment pan for students with outstanding balances; provides Perkins funds to students based on need for transporation, childcare, non-traditional gender scholarships, and book loan programs; and finds Adult Basic Education resources for students who have not completed a high school diploma.	Review all communictaion efforts regarding assistnce programs for low-income and students of color to ensure students are aware of these services i.e. only posting to a website may limit students knowledge if they do not have access to the internet or technology.	Debbie Smarr, Regina Organ, Giles Brown, Daniel Nickeson, Dorothee Johnson, Danny Hyatt, and Dianna Crissman
	Other				