2012 Institutional Self Evaluation Report for Reaffirmation of Accreditation

ISER UPDATE Jan–Mar 2012

Guam Community College

MISSION

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

Sinangan Misión (Chamorro translation)
I misión i Kulehon Kumunidå't Guåhan, guiya i gé'hilo' i fina'che'cho' siha yan I kinahulo' i mamfáfa'che'cho' ya u na'guáguåha nu i manåkhilo' yan manmaolek na tiningo' yan fina'nå'guen cho'cho' siha gi iya Maikronisiha.

Board of Trustees Policy 100 (Amended & Adopted: May 5, 2011 (with Chamorro translation); Re-examined & Adopted: February 9, 2011; New Adoption: March 11, 2009; Amended & Adopted September 5, 2008; Reexamined & Adopted: January 25, 2007; First Adopted: September 19, 1990)
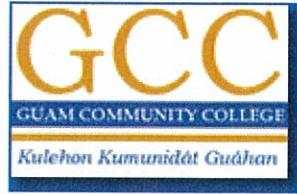
SUMMARY OF UPDATES
SINCE THE SUBMISSION OF THE
INSTITUTIONAL SELF EVALUATION REPORT (ISER)

JANUARY – MARCH 2012

To the Evaluation Team:

As part of our continuing efforts to maintain the currency of the Institutional Self Evaluation Report (ISER) --which we submitted to the Commission in December 2011, and to the evaluation team in January 2012—this brief narrative provides updates to the report since its submission.

These concise updates fall under the categories of CONTEXT and INITIAL ACTIONS on our Actionable Improvement Plans. The first category explicates on critical information that emerged towards the end of the report writing period or immediately after its submission. The second category provides updates to the actionable improvement plans that have been included in the original report.

This brief report is an integral part of our supporting evidence for the ISER and has been uploaded to our 2012 Accreditation Webpage at http://www.guamcc.edu. It has been included as a link, with a "New" icon, at the top of the list on the right hand column of the page.

We thank you for your valuable assistance in making the college move toward greater accountability and improvement.
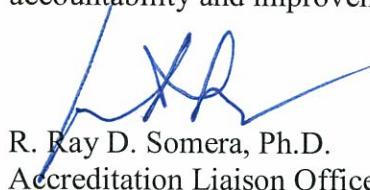
R. Ray D. Somera, Ph.D.
Accreditation Liaison Officer

GUAM COMMUNITY COLLEGE

UPDATES TO THE
INSTITUTIONAL SELF EVALUATION REPORT (ISER)

CONTEXT: The updates are in bold face immediately following the original text, as it appeared in the ISER.

- On page 2: Though all these program initiatives are delivered within the Mangilao campus, the college owns 314 acres of land in a nearby location, and is presently finalizing plans to develop the property, which will generate renewable sources of energy in partnership with another government entity.

  The college lost this piece of property as a result of Senator Ben Pangelinan's Bill 206, which eventually became Public Law 31-134 on November 17, 2011. Although Senator Ben Pangelinan understood that the community college had plans for this property, he also believed that the government of Guam should return these properties back to original landowners. The college president, Dr. Mary Okada and a member of the Board of Trustees, Deborah Belanger, testified on behalf of the college, but the senator maintained that it was "about righting past wrongs." He maintained that "if we continue to hold on to these properties then we are no better than the federal government in the injustices perpetrated on our people in the taking of their lands. In local media coverage, the link below documents how the student representative to the board, Aaron Unpingco, tried to sway the 15 senators of the 31st Guam Legislature to vote against the bill, but in the end, his plea did not succeed.

  http://www.pacificnewscenter.com/index.php?option=com_content&view=article&id=18360:gcc-concerned-about-losing-land-pangelinan-says-their-concerns-are-addressed&catid=45:guam-news&Itemid=156

  The pdf copy of Public Law 31-134, as contained in the link below, contains the testimonies of both Dr. Okada and Ms. Belanger, as well as the voting record of 9 ayes, and 6 nays, by the 15 senators who voted to pass the bill.

  http://202.128.4.46/Public_Laws_31st/P.L.%2031-134%20-%20Bill%20No%20%20206-31.pdf

- On page 3: With the U.S. Department of Defense's decision to transfer military assets from Okinawa, Japan to Guam from 2011 through 2014, the island's infrastructure will need expansion to accommodate 8,500 Marines, an estimated 9,000 dependents and an overall 30,000 people at the peak of the construction phases. This unprecedented population increase is expected to significantly impact Guam's very limited resources and aging infrastructure. The proposed defense buildup, as listed in the Department of the Interior Office of Insular Affairs' website, will be 8,500 Marines to move from Okinawa, Japan in 2015, 4,000 – 5,000 other active duty personnel in 2015, 19,230 active duty personnel in 2015, roughly 20,000 dependents in 2015, and 6,000 – 8,000 civilian employees in 2015.

Because of the efforts of ranking Armed Services Committee member Senator John McCain, the U.S. defense law signed by President Barack Obama in late December 2011 officially put the anticipated Guam military buildup projects on hold. Programs that were cut from the Pentagon's spending this year include over $150 million in military construction projects on Guam. The U.S. Senate succeeded in its push to freeze Guam military buildup funding this year, at least until the Pentagon can deliver a more detailed implementation plan for the troop realignment. In late February 2012, however, it was finally revealed by the Department of Defense that only 4,500 Marines would actually transfer to Guam as part of a more comprehensive military plan to realign forces in the Pacific. The plan for the transfer, moreover, will be spread out over a longer period of time (even beyond 2014) so that community discussions over the socio-economic impact of the military expansion on Guam can continue.

Do these critical changes in context have an impact on the college, insofar as planning is concerned? Practically none, because of the following considerations:

1. The 314-acre property at the back road has been a subject of controversy since the term of the previous president (Dr. Herominiano delos Santos) because of persistent ancestral land claims. Original landowners, as far back as the late 1990s, have staged protests during board meetings whenever the land issue was discussed. Because of this historical precedent, plans for the property by the current president (who was appointed in 2007) were drawn with this critical controversy in mind, and hence, there were alternative plans developed as well. In fact, prior to the introduction of the bill proposing the transfer of the property, the president lobbied the senators and the Governor to locate GovGuam real estate property in exchange for this piece of land should the bill introduced in the legislature gain passage. When it finally became Public Law and was signed by the lieutenant governor, the president stepped up her efforts, and met several times with the governor's staff and the speaker of the Legislature. As of this writing, the president is continuing her conversations with legislators, the

Governor, and the Department of Land Management staff, so that, in due time, another piece of government land will be awarded to the college, without the legal entanglements like the Route 15 property. In the meantime, college expansion plans are concentrated on the existing campus, as reflected in the updated Physical Master Plan, which is, at the time of this writing, currently being vetted by various stakeholders across campus.

2. Although the college takes the view that the military buildup will create an indelible impact on educational and training opportunities at the college because of expansion requirements that will have to respond to potential workforce needs, it has also believed that funding opportunities will not come easy, even with a buildup. The college therefore has relied on its own ability to find other means to increase its fiscal resources, such as the pursuit of federal grants. For example, as documented in the latest audit released on March 4, 2012, the college "closed Fiscal Year (FY) 2011 with an $8.6 million (M) increase in net assets, nearly doubling its FY 2010's $4.4M increase in net assets. This was mainly due to increases in Pell grants, American Recovery and Reinvestment Act (ARRA) grants and other federal grants, and an increase in student enrollment and tuition and fees. Independent auditors Deloitte & Touche, LLP gave GCC an unqualified "clean" opinion on its FY 2011 financial statements and its compliance and internal controls." The college therefore continued to maintain low-risk status for the 11th consecutive fiscal year, and is again commended for maintaining this status. The audit report continued, "Revenues were $40.8M in FY 2011, an increase of $6.9M or 21% from the $33.8M in FY 2010. This was mainly due to the $3.1M or 31% increase in Federal grants and contracts, which went from $9.9M in FY 2010 to $13M in FY 2011. Of the $12M received, $7.5M came from ARRA. There was also a $1.2M or 24% increase in Student tuition and fees, which went from $5.2M in FY 2010 to $6.4M in FY 2011. Student tuition increased from $110 to $130 per credit hour, and there were marked increases in the post secondary enrollment for the Spring 2011 and Fall 2011 of 9.5% and 1%, respectively, as compared to prior 2010 semesters. Contributions from U.S. government had a $4.5M or 197% increase, going from $2.3M in FY 2010 to $6.8M in FY 2011. Other revenues of $1.4M consists of the $1M transfer from the GCC Foundation." These excerpts from the audit report validate the college's standing in terms of how successful the college has been in building up its financial integrity, with or without the military buildup.

ACTIONABLE IMPROVEMENT PLANS: INITIAL ACTION RESPONSES

Standard 1

1B2

1. Engage all stakeholders in the college's continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.

INITIAL ACTION: In the update of the Physical Master Plan (as an integral part of the Institutional Strategic Master Plan, ISMP, 2009-2014), the President and the architects who took charge of drawing the plan convened a general assembly of all stakeholders at the Multipurpose Auditorium on two occasions --December 30, 2011 for staff and administrators and January 24, 2012 for faculty and community stakeholders --in order to present the plan and solicit feedback from the gathered audience of faculty, staff, administrators, and board members. With the architects taking down a lot of notes, a variety of feedback was generated from the audience. Additionally, the request for further input and feedback was posted on MyGCC, the college's major means of communicating announcements, in order to generate wider participation among all constituents on campus. This is but one example of management's plan to engage all stakeholders in the college's continuous planning processes.

1B5

2. Assess how well the college has communicated information about institutional quality to the public through a community wide survey.

1B6

3. Strengthen training of faculty and staff on linking program review, institutional effectiveness and resource allocation.

   INITIAL ACTION: The staff from the office of the Assessment, Institutional Effectiveness and Research (AIER) has met with the Vice President for Finance and Administration so that they can work in coordinated fashion as they train staff and faculty regarding these critical linkages, particularly during the budget preparation period.

Standard 2

2A1

4. Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.

2A2

5. Develop a process for the systematic evaluation of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.

2A2c

6. Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality's goals of providing an alternative for students to evaluate their own learning.

2A2h

7. Foster dialogue among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in the course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.

    INITIAL ACTION: The campus discussion on the credit hour policy has been ongoing for about a year and a half now, and a binder has been assembled to document the richness of this discussion, as it has gone through the participatory governance process via the Learning Outcomes Committee, the Faculty Senate, and the College Governing Council. Because the draft policy has gone through the College Governing Council twice, and has not gained full endorsement, the campus dialogue remains strong on this issue.

2A3c

8. Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

2B3c

9. Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

    INITIAL ACTION: A dedicated academic advisor/faculty has been transferred to the Apprenticeship Training program in order to streamline the student advising process, and a flowchart has been developed to guide current and future apprentices as they go through the related instruction phase of their training. Professional development sessions on academic advisement have also been organized this semester by the Assessment and Counseling Department in order to strengthen academic advisement among all faculty at the college. Two counselors from the Assessment and Counseling Department also presented "Academic Advisement" at a

Buzz Session of the Professional Development and Review Committee (PDRC) on March 9.

2B3f

    10. Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times.

2B4

    11. Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.

2C1a

    12. Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.

2C2

    13. Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

Standard 3

3A1b

    14. Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

3A1d

    15. Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

3A3b

    16. Consider backing up all employee records electronically and stored off-campus for additional security.

3A4b

    17. Consider advertising in Micronesia to recruit faculty of Micronesian descent to contribute to the diversity profile of GCC faculty.

3C1

    18. Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP.

    INITIAL ACTION: These training standards are contained in the updated Institutional Technology Strategic Plan (ITSP) and the Enterprise Architecture (EA), which was just recommended to the President for approval by the College Governing Council on March 6, 2012.

3C1b

19. Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program.

   INITIAL ACTION: A Program Specialist has been assigned under the Vice President for Finance and Administration at the end of January 2012 to handle a coordinated program of emergent technology training, including the expansion of distance education, among the College faculty.

3D2f

20. Re-evaluate the college's contract instrument to see if it can be strengthened and improved.

Standard 4

4A2

21. Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties.

   INITIAL ACTION: The Faculty Senate has spearheaded the development of a tool to document the quality and quantity of faculty participation in their committee work assignments. The data gathered from this instrument will be used by the Deans to assist them in their performance evaluation of faculty at the end of the academic year.

4A5

22. Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

4B1i

23. Include more questions relating to the Accreditation Standards in the BSEQ so that Board members gain more knowledge about how the accreditation process works.

4B1j

24. Report progress on the President's goals to the campus community at the end of her yearly evaluation to provide opportunity for all GCC constituents to share in her accomplishments and challenges.

4B2b

25. Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

GUAM COMMUNITY COLLEGE MISSION STATEMENT

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

MAILING ADDRESS
P.O. Box 23069
GMF
Barrigada, Guam 96921

LOCATION
Mangilao, Guam

WEBSITE
www.guamcc.edu

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan