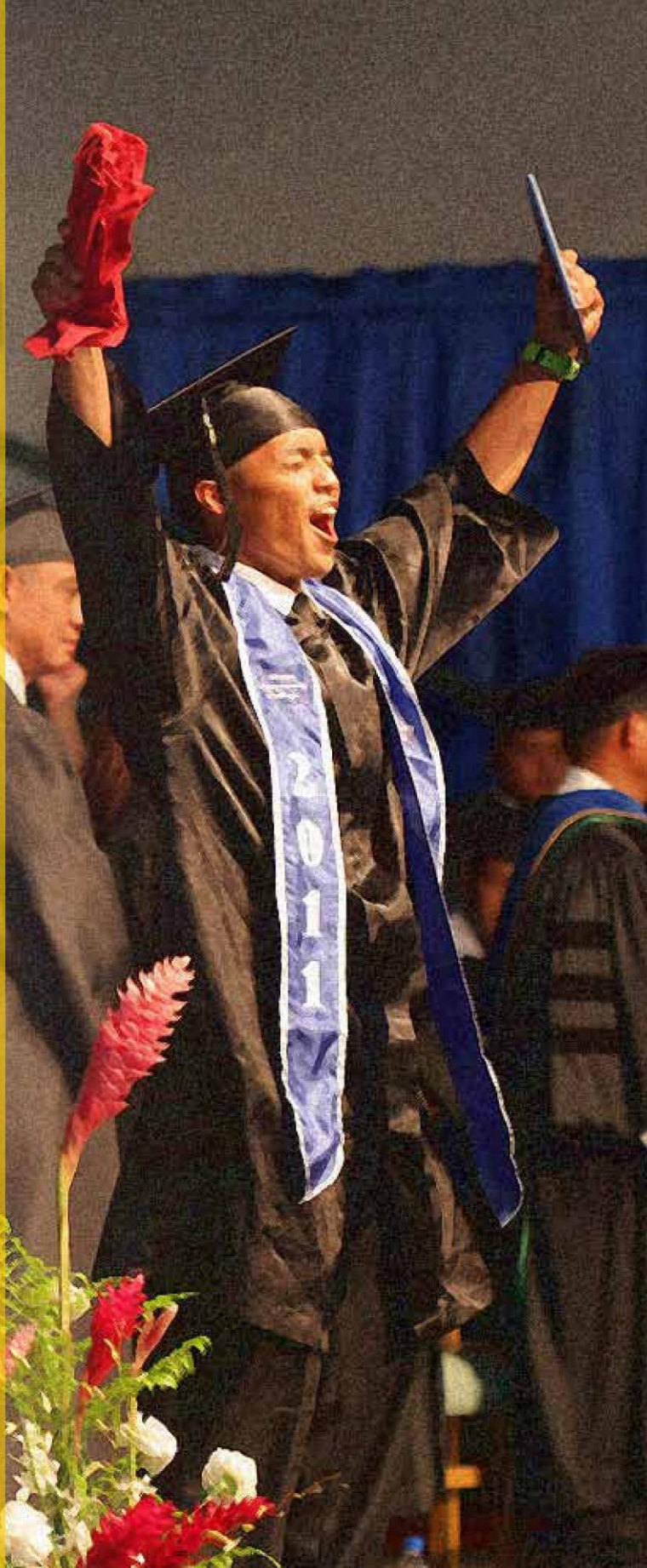


2012 Institutional Self Evaluation Report

for Reaffirmation
of Accreditation



Guam Community College



GUAM COMMUNITY COLLEGE

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In support of

Reaffirmation of Accreditation

Submitted by

GUAM COMMUNITY COLLEGE
PO Box 23069 GMF
Barrigada, Guam 96921

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 5, 2011

INSTITUTIONAL SELF EVALUATION REPORT
CEO CERTIFICATION PAGE

December 5, 2011

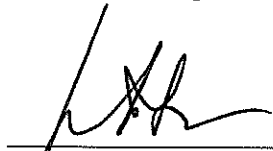
TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: MARY A. Y. OKADA, Ed. D.
President

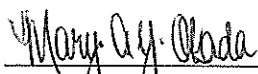
Guam Community College
PO Box 23069 GMF
Barrigada, Guam 96921

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.



R. Ray D. Somera, Ph.D.
Accreditation Liaison Officer & Vice President for Academic Affairs



Mary A. Y. Okada, Ed.D.
President

INSTITUTIONAL SELF EVALUATION REPORT
GOVERNING BOARD CERTIFICATION PAGE

December 5, 2011

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: GINA Y. RAMOS
Chairperson, Board of Trustees

Guam Community College
PO Box 23069 GMF
Barrigada, Guam, 96921

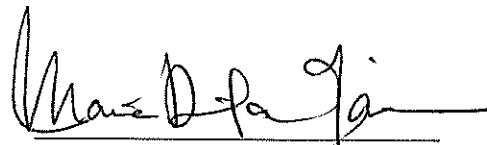
This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

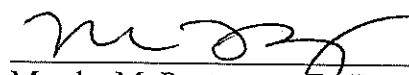
Signed:




Gina Y. Ramos
Chairperson, Board of Trustees (BOT)



Maria Dilanco Garcia
Vice Chairperson, BOT



Marsha M. Postrozny, Ed.D.
Faculty Senate, President



Clare A. Camacho, Ph.D.
Faculty Senate, President-Elect

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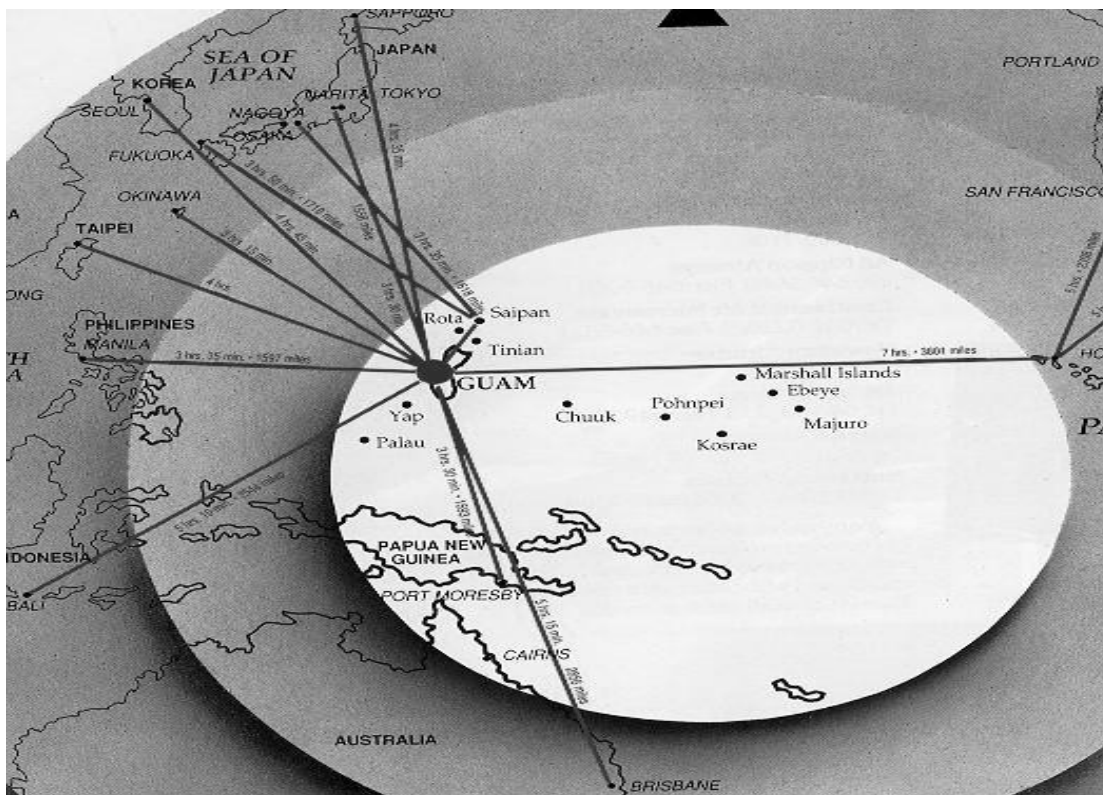


OVERVIEW

CONTEXT

Overview and Context

With its island motto, “Where America’s Day Begins,” Guam is the largest and most developed island nation in Micronesia, a region of small islands and atolls in the western Pacific Ocean encompassing an area larger than the contiguous 48 states. Politically, Guam is an unincorporated U.S. territory located approximately 8,950 miles west of Washington DC, 1,500 miles north of Papua New Guinea, and 1,500 miles southeast of Tokyo. Geographically, it lies closer to the Asian Pacific Rim than to the United States. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west with a total land mass of 212 square miles. Guam sits at the peak of a submerged mountain that rises 37,820 feet above the floor of the Marianas Trench, the deepest water on earth. Because Guam is west of the International Date Line, local time is 15 hours ahead of Eastern Standard Time and 20 hours ahead of Hawaii. The map below shows the distances and flight times between Guam and major cities in the region. Public Law 106-564 passed by the United States Congress in 2000 established the standard time zone for Guam and the Northern Mariana Islands as *Chamorro Standard Time*, which was named after the original inhabitants of the region.



With Ferdinand Magellan’s visit to the native Chamorro population in 1521, Guam became a colony of Spain for 300 years before being ceded to the United States through the Treaty of Paris at the conclusion of the Spanish American War in 1898. Japanese military forces occupied Guam for approximately 31 months from 1941 thru 1944 during World War II until

American military forces reclaimed the territory for the United States on July 21, 1944. The Guamanian people became citizens of the United States with the passage of the Guam Organic Act of 1950 signed by President Truman. The Organic Act also provided for the first civilian government in Guam history and transferred the federal jurisdiction of Guam from the U.S. Navy to the Department of the Interior.

With two military bases on island, Guam provides American presence and stability in the Asia Pacific Rim and gives Asian investors access to U.S. investment and related banking, financial, legal and dispute resolution services. As an unincorporated territory of the United States, Guam also provides accessibility for students in the region to U.S.-accredited educational institutions.

Goals and Mandate

As the only community college on island, the Guam Community College is located in the village of Mangilao, one of the 19 villages of Guam. Both the Guam Community College and the University of Guam are located in Mangilao, making it the higher education hub of the island. With a land area of over 40 acres, the College was created by the Community College Act of 1977 (Public Law 14-77) with a four-fold purpose: (1) to consolidate and strengthen many of the existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and (4) to strengthen the formal secondary and post-secondary education program in the vocational-technical fields¹. With a strong presence in the five public high schools offering ten career and technical education programs, the College also operates postsecondary career and technical education programs, adult and continuing education, community education, and short-term, specialized training. These programs are delivered both on and off campus, in satellite programs and on site at businesses as needed. The College also serves as the State Agency for Career and Technical Education, and provides instructional support to the Apprenticeship Training Program of the US Department of Labor. Likewise, the College offers a variety of community service and special programs to prepare students for college experiences including English-as-a-Second Language, Adult Basic Education, General Education Development (GED) preparation and testing, and an Adult High School Diploma program. Though all these program initiatives are delivered within the Mangilao campus, the College also 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.

¹ Public Law 14-77 is considered the college's enabling law. At the time the report writing began, amendments to this legislation, for which the college provided crucial testimony, were being considered by the 31st Guam Legislature. The bill updating the enabling act, Bill 176-31 (now [Public Law 31-99](#)), was signed into law on September 30, 2011.

As published in the *Academic Year 2011-2012 Catalog*, the College offers 17 Certificate programs and 20 Associate Degree programs, and over 50 apprenticeable trades in the Apprenticeship Training Program. Since the last accreditation visit in 2006, it has added several new programs either through re-institution of archived curriculum or through substantive change. These include Certificate and AS in Emergency Management, Certificate in Medium/Heavy Truck Diesel Technology, Certificate and AS in Surveying Technology, AS in Pre-Architectural Drafting, Certificate in Computer Aided Design and Drafting, Certificate in Pre-Nursing, AS in Civil Engineering Technology and two new concentrations in AS Criminal Justice: Forensic Lab Technician and Forensic Computer Examiner.

Also since the 2006 team visit, the present executive team at the College consists of three new administrators: the president who came aboard in June 2007; the vice president for Academic Affairs, hired October 2007; and the vice president for Administration and Finance, who joined GCC in December 2008. However, the president and the academic vice president, prior to their respective appointments, already possessed several years of administrative experience at the College when they filled their new positions. The vice president for Administration and Finance came from the private sector, bringing a wealth of experience in financial administration to the College.

The Impact of the Impending Military Buildup

The 2010 Decennial Census conducted by the U.S. Census Bureau reports the total population of Guam to be 159,358 as of April 1, 2010, a 2.9 percent increase from the 2000 Census population of 154,805.² 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 2015.³

The military buildup will therefore have a significant impact on educational and training opportunities at the College because of expansion requirements that will have to respond to the needs of service members and dependents, as well to as potential workforce needs.

² <http://2010.census.gov/news/releases/operations/cb11-cn179.html>

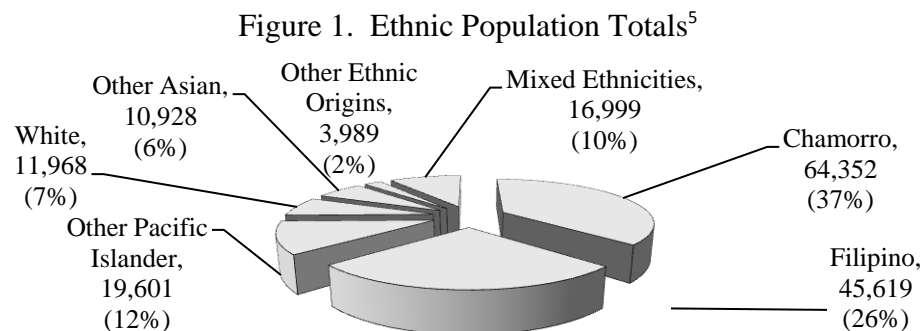
³ <http://www.doi.gov/oia/Islandpages/gumpage.htm>

Potential impact areas include healthcare, safety, transportation, utilities, education, childcare, housing, and other quality of life support activities. Thousands of trained individuals will be needed to complete more than \$10 billion in direct or indirect construction projects over the next several years. The increasing student enrollment at the College in the past two years is reflective of the community's ever-increasing demand for more technically-skilled individuals to join the local workforce and to build local capacity to sustain post buildup jobs in areas such as facilities maintenance and services.

Other factors to consider in the increase of the island's population are the Compacts of Free Association between the United States, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau. These compacts accorded the former entities of the Trust Territory of the Pacific Islands a political status of "free association" with the United States. The compacts give citizens of these island nations the freedom to reside in the United States and its territories, and many are attracted to Guam due to its proximity and environmental and cultural familiarity. Student demographics at the College already reflect this growing migration trend, as the Micronesian student population at the College is also increasing through the years.

Island's Ethnic Composition

Of Guam's total population, according to Department of Interior estimates, only 37 percent are of Chamorro descent.⁴ Although more detailed information on these ethnicities will be presented in a later figure, the percentages detailed below illustrate why Guam is oftentimes referred to as a "melting pot":



Labor Force

Based on the latest statistics released by the Guam Department of Labor's Bureau of Labor Statistics in cooperation with the U.S. Department of Labor's Employment and Training

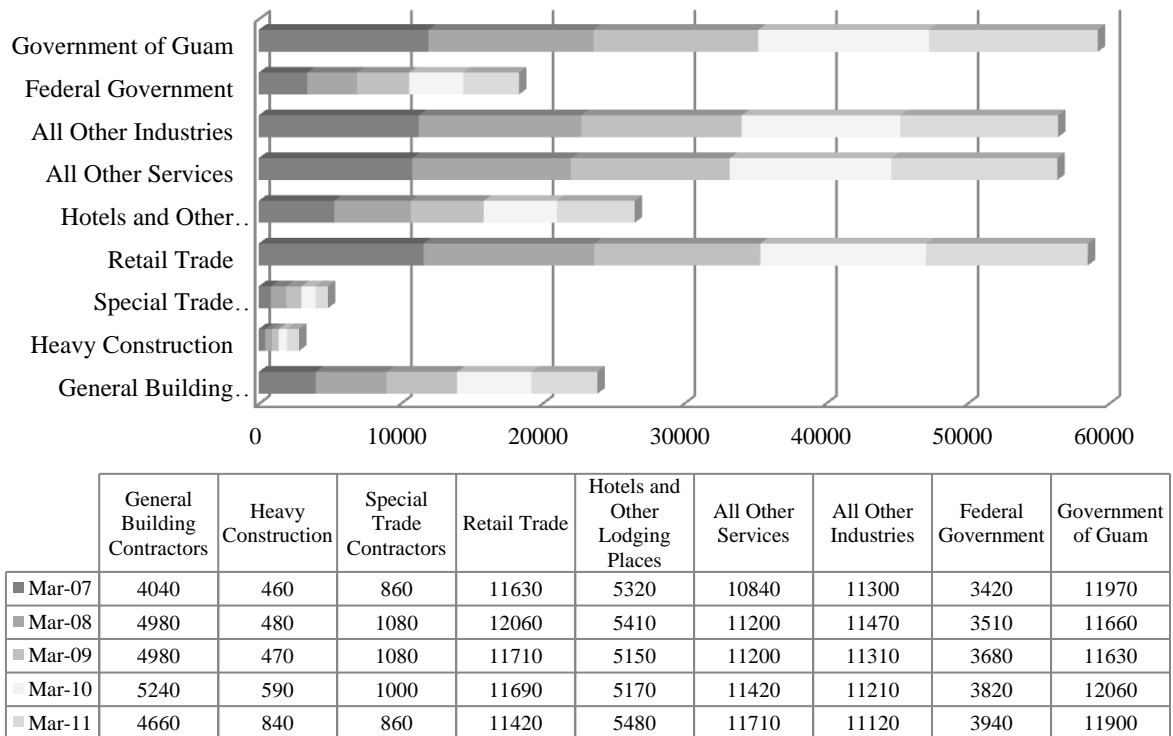
⁴ <http://www.doi.gov/oia/Islandpages/gumpage.htm>

⁵ <http://www.doi.gov/oia/Islandpages/gumpage.htm>

Administration, the total number of paid employees in Guam's private and public sectors has shown slow modest gains in the past five years. As reflected in Figure 2 below, the total number of paid employees in the construction industry is 18.7 percent higher than the comparable period five years ago. In the services industry the number is 6.4 percent higher, and in the public sector with combined federal and local government totals, the total number is 2.9 percent higher than the comparable period five years ago.

Currently, a relatively high percentage of the population on Guam is reliant on public assistance due to a shortage of mid- to high-wage jobs that would support a better standard of living. The military buildup provides a major opportunity to build the local capacity for professional and service occupations to support the regional economy. As such, the College is committed to providing the training necessary for construction, maintenance, and post-buildup employment needs. This commitment also contributes to the sustainability of the island's workforce beyond the buildup and post-buildup phases by providing the opportunity for people to expand on current skills or gain new skills in technical and high demand occupations.

Figure 2. Employees on Payroll by Ownership and Industry⁶



⁶Current Employment Report (2008 thru 2011), Guam Department of Labor Bureau of Labor Statistics.

Student Demographics at the College

As seen in Figure 3, the College has experienced continuous growth in enrollment over the past five years. Enrollment increased by 2.3 percent from 1,770 in fall 2006 to 1,810 in fall 2007, and by 1.4 percent from 1,810 in fall 2007 to 1,835 in fall 2008. A significant increase in enrollment of 21 percent occurred between fall 2008 (1,835) and fall 2009 (2,220). Enrollment continued to increase in fall 2010 by 14.5 percent, from 2,220 in fall 2009 to 2,542 in fall 2010.

Figure 3. Unduplicated Fall Enrollment: Five-Year Trend

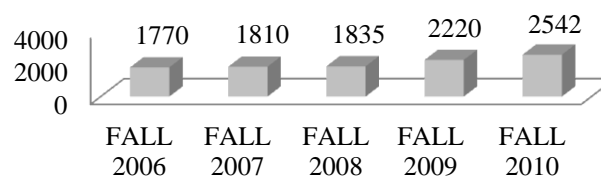
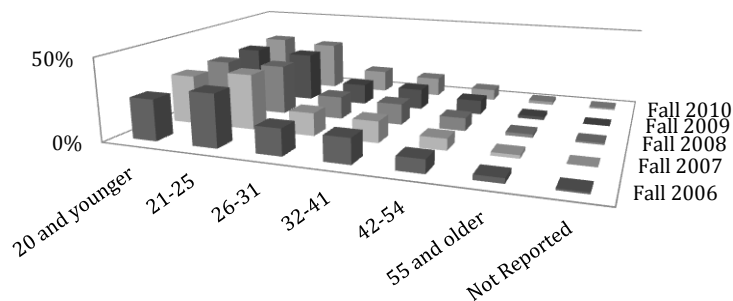


Figure 4 below shows that the majority of the student population are 25 years old and younger. For all five years, this age group represented over half of the student population (fall 2006-58 percent; fall 2007-64.1 percent; fall 2008-62.3 percent; fall 2009-62.5 percent; and fall 2010-64.4 percent). It can be assumed from this data that these students are either just entering their careers or are seeking a career path.

Figure 4. Unduplicated Enrollment by Age Group: Five-Year Trend



	20 and younger	21-25	26-31	32-41	42-54	55 and older	Not Reported
■ Fall 2006	25%	32%	16%	15%	8%	3%	1%
■ Fall 2007	30%	34%	14%	13%	7%	2%	0%
■ Fall 2008	31%	31%	14%	13%	8%	2%	1%
■ Fall 2009	32%	31%	13%	13%	9%	2%	0%
■ Fall 2010	33%	31%	14%	12%	7%	2%	1%

As illustrated in Figure 5, females have represented more than half the student population throughout the past five years. This representation may be an indicator of the increased demand for highly skilled but underrepresented workers in nontraditional fields.

Figure 5. Unduplicated Enrollment by Gender: Five-Year Trend



Figure 6 below shows that total course registrations increased from fall 2006 to fall 2010 by 37.7 percent. This increase coincides with the 14.5 percent increase in enrollment from fall 2009 to fall 2010.

Figure 6. Unduplicated Fall Enrollment Compared to Total Course Registrations: Five-Year Trend

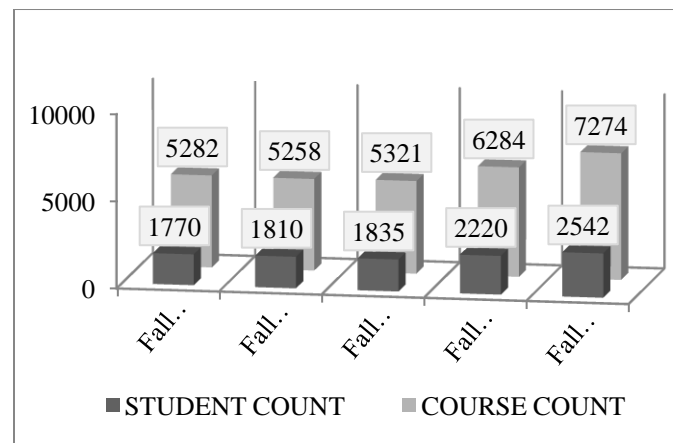


Table 1 (see next page) shows the total unduplicated enrollment in the Associate of Arts degree programs over a five-year time frame. All three programs (Culinary Arts, Education, and Liberal Arts) have shown a steady increase in enrollment numbers, which demonstrates the increasing demand by students committed to attaining an associate degree.

Table 1. Unduplicated Enrollment
Increasing Trends in AA Degree Programs Over Five Years

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
AA in Culinary Arts	16	36	57	77	92
AA in Education	47	87	92	116	127
AA in Liberal Arts	42	76	107	137	148
Associate of Arts Grand Total	105	199	256	330	367

Table 2 below lists unduplicated enrollment numbers in the College's Associate of Science degree programs over the last five years. The programs with the highest overall enrollment throughout this period are in Criminal Justice, Early Childhood Education, Accounting, Medical Assisting, and Computer Science. A skilled labor force in these areas is necessary to support the military build up needs of the island and its industries.

Table 2. Unduplicated Enrollment
Increasing Trends in AS Degree Programs Over Five Years

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
AS in Accounting	54	79	66	86	99
AS in Automotive Service Technology	11	21	31	56	72
AS in Automotive Tech	26	16	11	3	1
AS in Computer Networking	8	15	21	33	40
AS in Computer Science	78	71	80	92	96
AS in Criminal Justice	55	68	86	143	169
AS in Early Childhood Education	57	79	99	112	119
AS in Electronics Networking	4	4	1	-	-
AS in Emergency Management	-	0	0	2	5
AS in Food & Beverage Management	-	-	-	-	14
AS in Hospitality Industry Management	51	53	59	60	-
AS in Hotel Operations & Management	-	-	-	-	14
AS in Marketing	22	25	24	25	28
AS in Medical Assisting	94	113	113	102	97
AS in Office Technology	23	31	23	30	33
AS in Pre-Architectural Drafting	-	-	-	-	7
AS in Sign Language Interpreting	1	0	-	-	-
AS in Supervision and Management	27	43	43	59	76
AS in Surveying Technology	-	-	-	-	3
AS in Tourism & Travel Management	-	-	-	-	58
AS in Visual Communications	19	26	43	48	48
Associate of Science Grand Total	530	644	700	851	979

Table 3 below shows the unduplicated enrollment in Certificate programs over a five-year time period. The programs with the highest enrollment are Pre-Nursing, Practical Nursing, and Medical Assisting. These programs support the anticipated growth in healthcare needs for the current and projected population increase.

Table 3. Unduplicated Enrollment
Increasing Trends in Certificate Programs Over Five Years

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
CERT in Accounting	9	4	2	2	1
CERT in Automotive Service Technology	2	11	11	15	20
CERT in Automotive Tech	21	13	5	2	1
CERT in Computer Aided Design & Drafting	-	-	-	-	2
CERT in Computer Science	11	6	5	9	4
CERT in Construction Technology	0	1	0	5	18
CERT in Cosmetology	20	19	17	33	40
CERT in Criminal Justice	3	21	46	15	17
CERT in Early Childhood Education	5	4	4	9	21
CERT in Education	4	5	8	3	5
CERT in Emergency Management	-	0	0	0	2
CERT in Fire Science	1	0	0	1	27
CERT in Medical Assisting	17	21	24	34	30
CERT in Medium/Heavy Truck Diesel Technology	-	-	-	0	0
CERT in Office Technology	5	4	4	3	2
CERT in Practical Nursing	27	24	36	42	37
CERT in Pre-Nursing	0	0	1	84	148
CERT in Sign Language Interpreting	0	1	3	1	1
CERT in Supervision and Management	1	3	7	7	2
CERT in Surveying Technology	-	-	-	0	0
CERT in Systems Technology	2	10	6	3	-
Certificate Grand Total	128	147	179	268	378

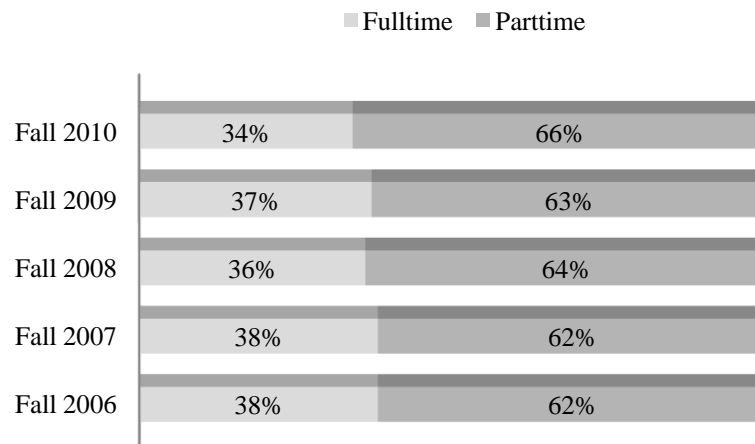
Table 4 shows the total unduplicated enrollment in the College's other programs over five years. As reflected in the chart, the Journeyworker Certificate program shows a consistent increase in enrollment. This growth is expected to increase exponentially throughout the different phases of the military buildup.

Table 4. Unduplicated Enrollment
Other Programs: Five-Year Trend

Other Programs	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Criminal Justice Certificate	7	6	3	3	0
Industry Certification	0	0	0	0	1
Adult High School Diploma (AHS)	123	53	78	91	76
General Educational Development (GED)	20	2	0	5	1
Enrichment	0	0	1	5	2
Journeyworker Certificate	65	91	111	194	184
Undeclared	792	668	507	473	554
Other Programs Grand Total	1007	820	700	771	818

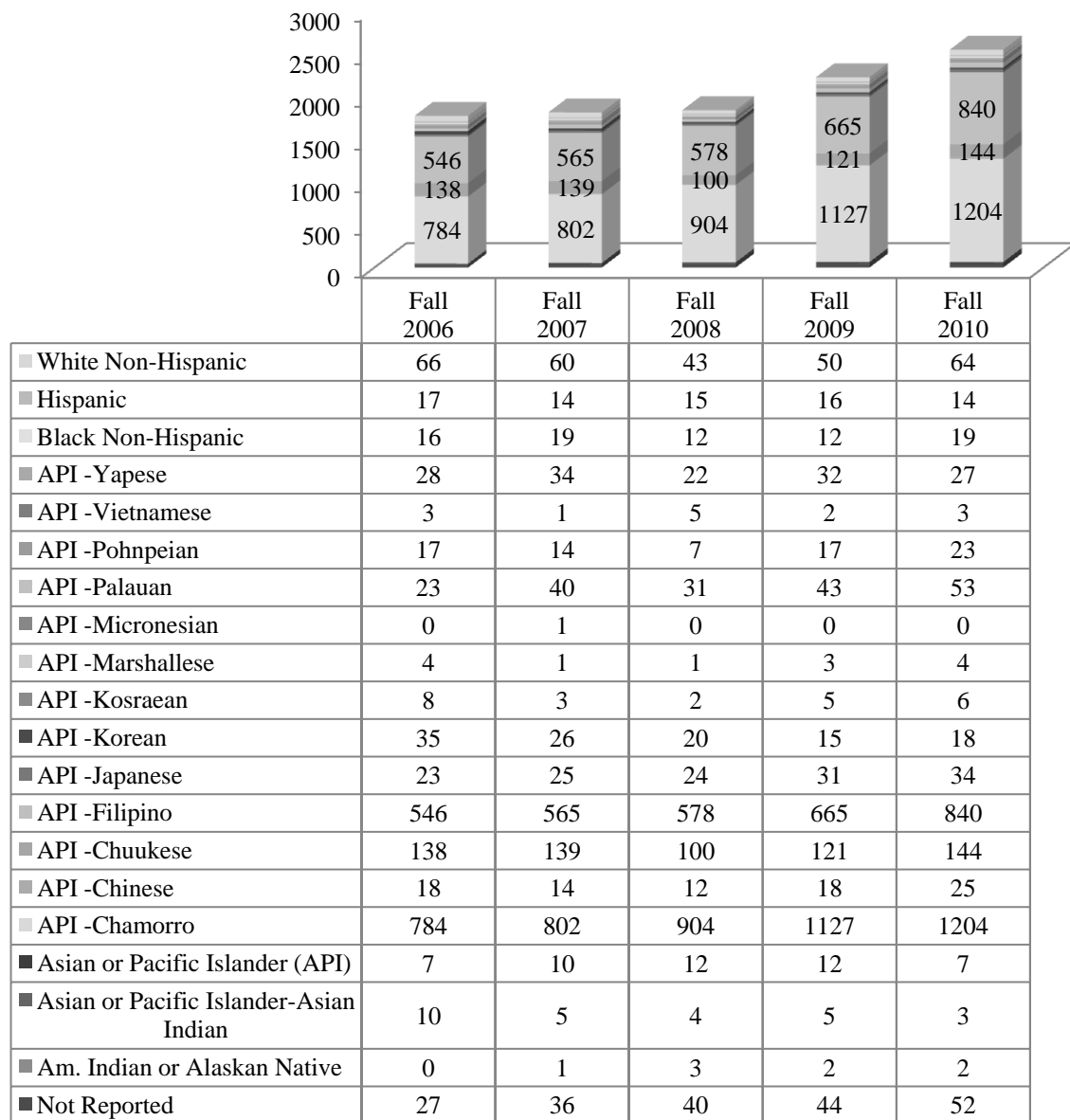
As shown in Figure 7, more than 60 percent of the total students enrolled for the past five years are part-time students. This data validates the large percentage of students currently employed, which significantly impacts the schedule of courses offered, facility usage, and availability of support services (i.e., library, health services).

Figure 7. Enrollment Status: Five-Year Trend



Reflecting the ethnic representation of the island population, a large majority of students are Asians or Pacific Islanders. The Compacts of Free Association between the United States, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau have impacted the growth in this ethnic representation, as shown by Figure 8 (see next page):

Figure 8. Ethnicity: Five-Year Trend



Figures 9 and 10 detail the persistence and retention rates of students over five years. Persistence rate is the percentage of GCC students who were enrolled in the fall semester and continued to be enrolled in the following spring semester. Persistence rates remained relatively unchanged over the five-year time period, remaining in the 60th percentile range. Likewise, retention rates have also remained relatively unchanged and in the 40th percentile

range over the five-year time period. Retention rate is the percentage of GCC students who were enrolled in a given fall semester and were also enrolled in the next fall semester.

Figure 9. Persistence: Fall to Spring Five-Year Trend

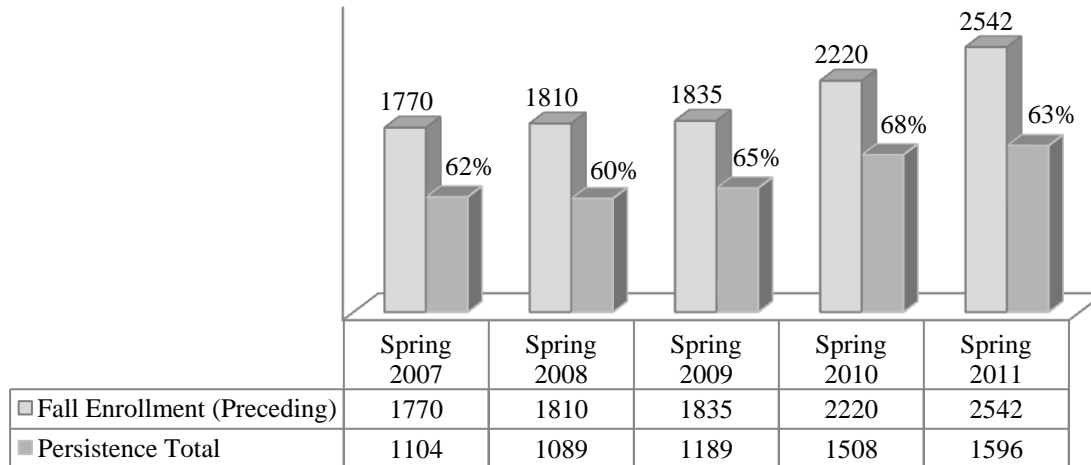
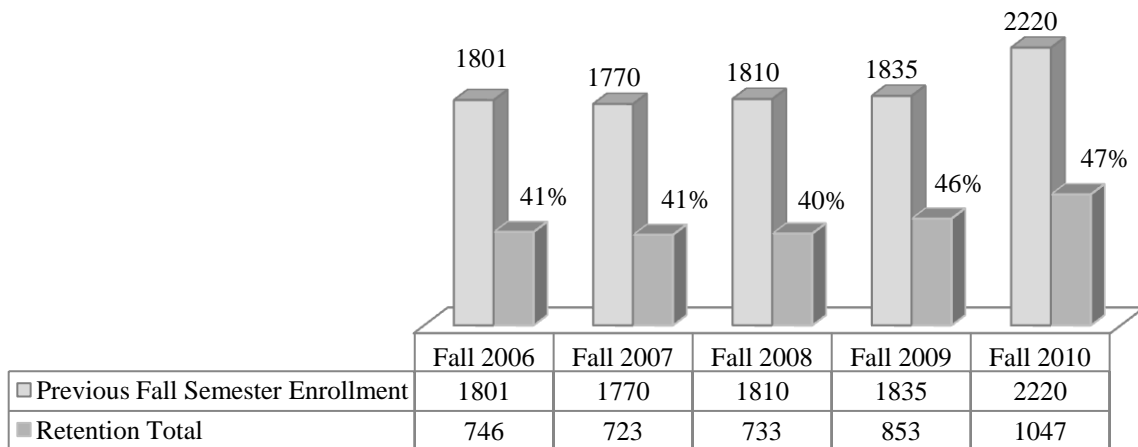


Figure 10. Retention: Fall to Fall Five-Year Trend



Student to Faculty Ratio at GCC, 2006-2011

Data from IPEDS (Integrated Postsecondary Education Data System) reveal that similarly-sized colleges as GCC (within the same ACCJC jurisdiction) has student to faculty ratio ranging from 31 to 1 and 19 to 1. These colleges include West Hills College Coalinga, CA (31 to 1), Barstow Community College, CA (22 to 1), Windward Community College, HI (19 to 1), and American Samoa Community College (19 to 1). In comparison with these colleges of the same size, the student to faculty ratio at GCC has remained relatively constant for the past six years. In fall 2006 and fall 2007, the ratio was 9:1, in fall 2008, the ratio was

6:1, and for fall 2009 and fall 2010, the ratio was 10:1. For fall 2011, the ratio has improved to 11 to 1, as reflected in Table 5 below.

Table 5. Student to Faculty Ratio⁷

	FTE Enrollment	FTE Faculty	Student to Faculty Ratio
Fall 2006	1037	110	9 to 1
Fall 2007	1067	120	9 to 1
Fall 2008	1050	184	6 to 1
Fall 2009	1295	126	10 to 1
Fall 2010	1424	137	10 to 1
Fall 2011	1424	134	11 to 1

Program and Course SLO Completion Trends

Student Learning Outcomes (SLOs) describe the central goals that students will have attained by the end of a course or program. In essence, SLOs encapsulate the knowledge, skills and attitudes that students are expected to learn from their respective programs or courses. They answer the questions “What do students know?” (cognitive domain), “What do they think and value?” (affective domain) and “What can they do?” (behavioral domain). SLOs require students to synthesize many discrete skills or areas of content, and to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work.

Since the 2002 Standards of Accreditation added the assessment of student learning outcomes to the institutional processes of evaluation, planning and improvement, the College has been able to institutionalize student learning outcomes assessment both at the program and course levels. As illustrated in Table 6 (see next page), 100 percent of the total number of courses in the **AY 2011-2012 College Catalog** has articulated course level SLOs. Program-level SLOs have also been articulated 100 percent in the same catalog.

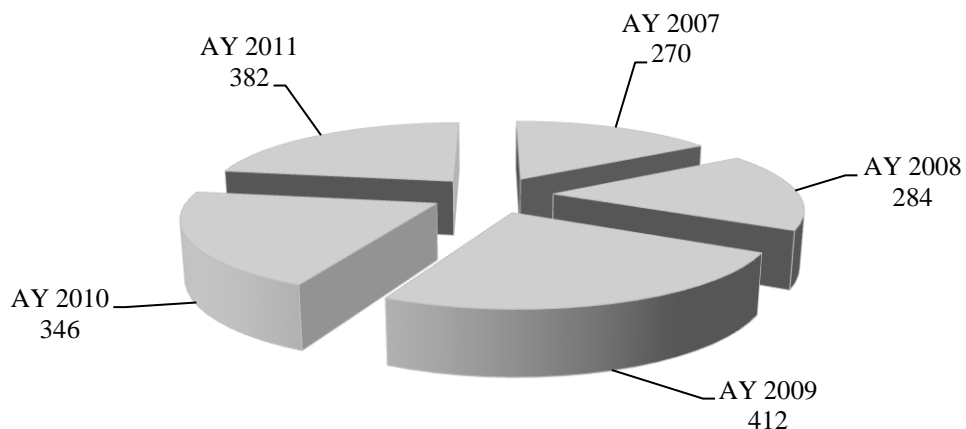
⁷ This calculation utilizes the National Center for Education Statistics (NCES) method: the number of FTE students divided by the total FTE instructional staff. For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated.

Table 6. Courses with Student Learning Outcomes

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2011 Catalog	395	395	100.00
Spring 2011 Catalog	384	396	96.97
Fall 2010 Catalog	384	396	96.97
Spring 2010 Catalog	250	412	60.68
Fall 2009 Catalog	181	350	51.71
Spring 2009 Catalog	70	375	18.67
Fall 2008 Catalog	68	375	18.13
Spring 2007 Catalog	0	399	0.00
Fall 2006 Catalog	0	399	0.00

Figure 11 below illustrates the 41.5 percent increase in completion rates, from 270 in AY2007 to 382 in AY2011. The largest representation of completers came in AY2009, with a total of 412 students completing their programs. This may be attributed to students returning to complete their degree requirements as a result of the financial assistance received from the February 2009 Economic Stimulus bill enacted by the U.S. Congress which included an increase in Pell Grant funding and expanded tax credit for higher education expenses.

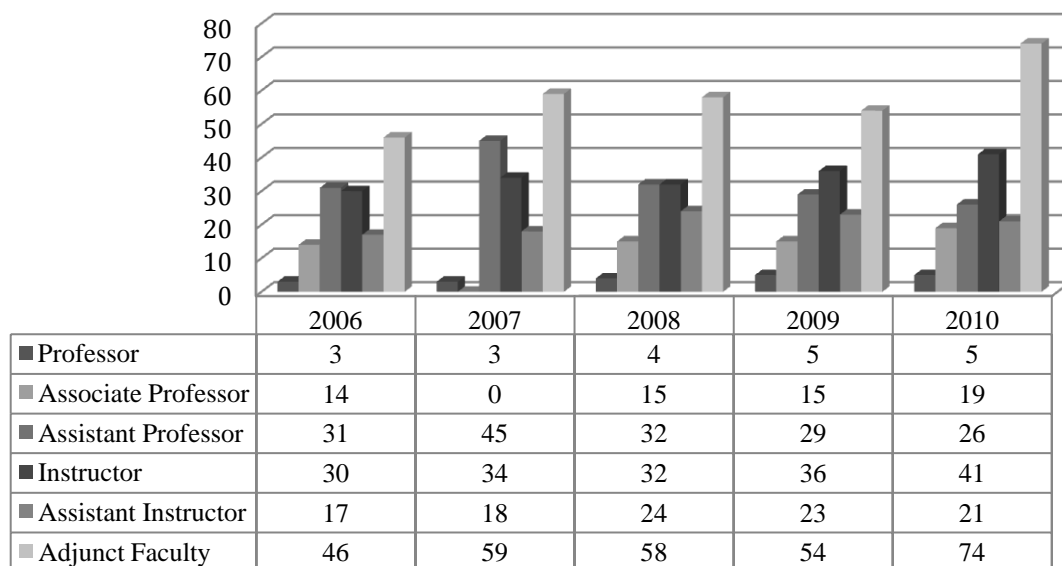
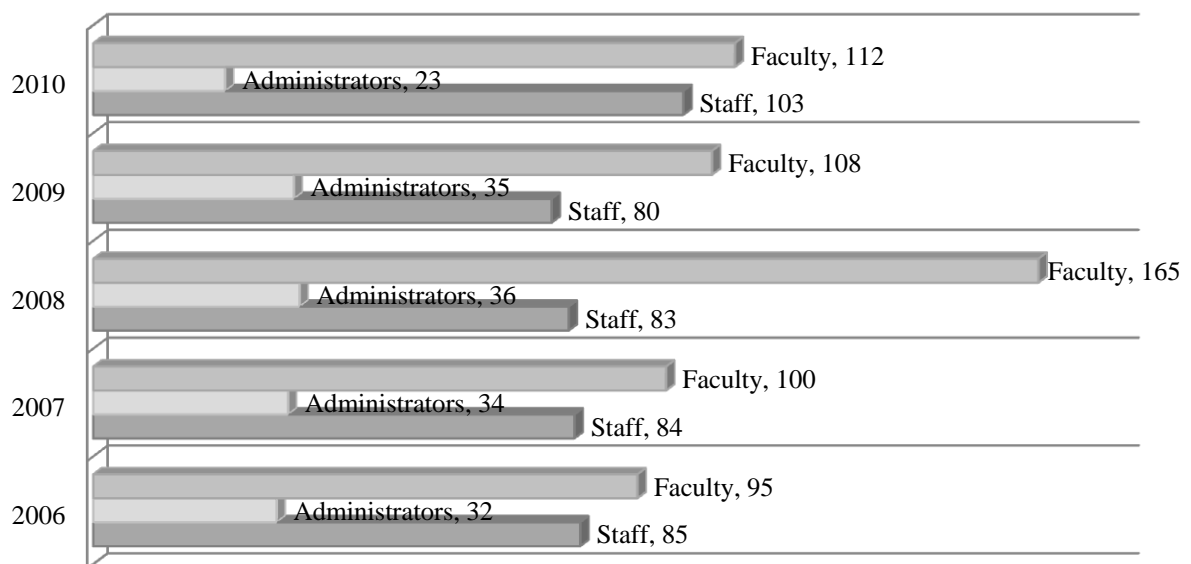
Figure 11. Completion: Five-Year Trend



College Personnel

As shown in Figure 12 below, there was a 17.9 percent increase in the total number of full-time faculty, from 95 in 2006 to 112 in 2010. The adjunct faculty totals have also increased by 60.9 percent, from the 46 in 2006 to 74 in 2010. The number of full-time staff has increased by 21.2 percent, from 85 in 2006 to 103 in 2010. However, the number of full-time administrators decreased by 28.1 percent, from 32 in 2006 to 23 in 2010. The average faculty to student ratio is 1:15.

Figure 12. Employees



College Finances

With regard to fiscal resources, the College has been able to maintain its fiscally responsible status through diligent planning and management of both federal and local funds. For 2011, it received its tenth consecutive clean audit from independent auditors Deloitte & Touche, LLC, despite challenges such as Guam's economic downturn and stagnant local government appropriations. The figures below provide data on the College's revenues and expenditures over a five-year period.

Figure 13. Revenues

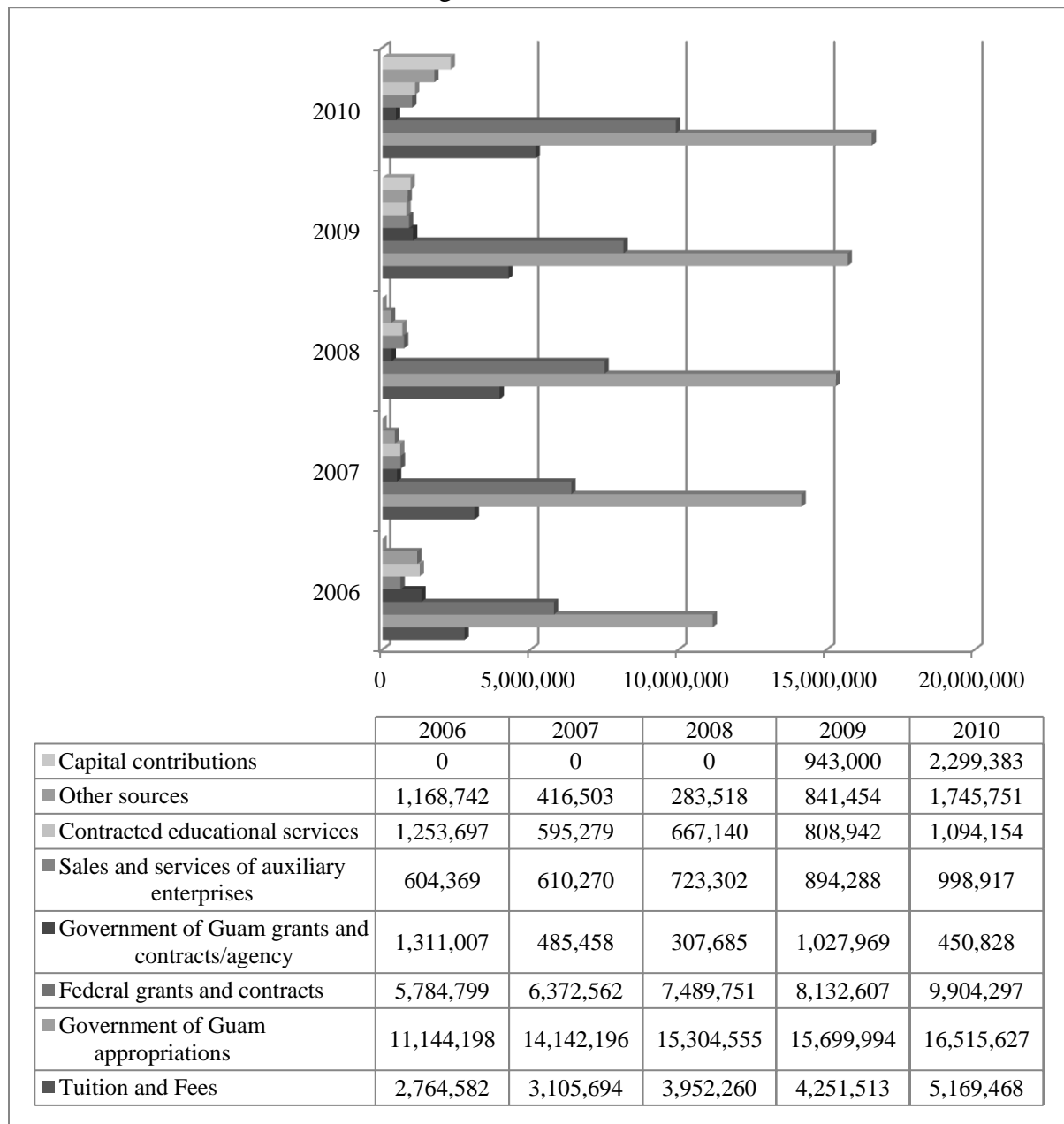


Figure 14. Expenditures

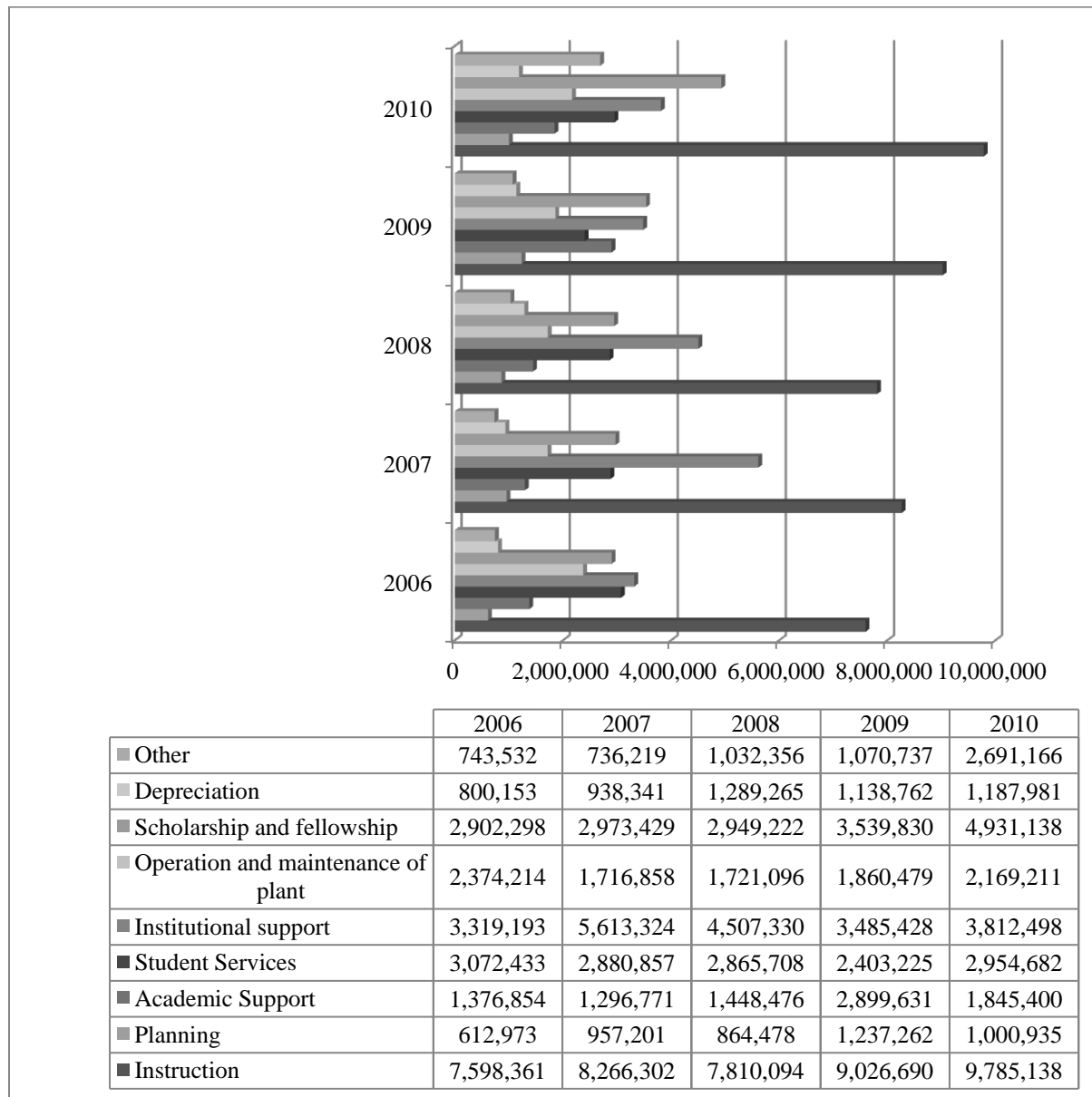
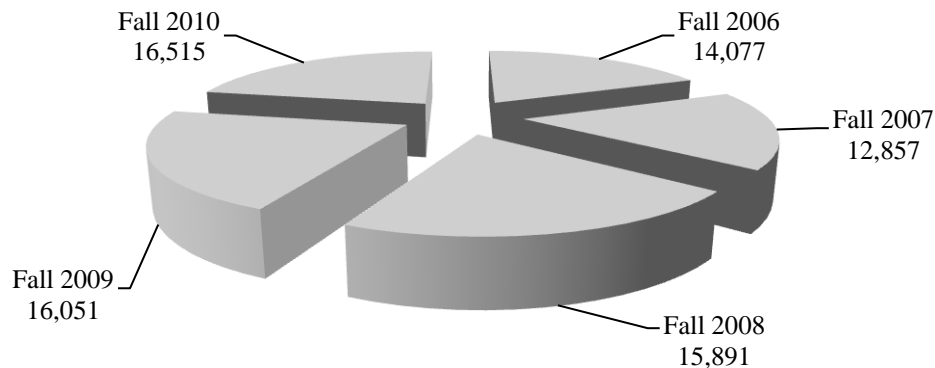


Figure 15 illustrates the College's impact on the community by the number of individuals it has served through the years. As seen in Figure 15, the total number served has increased since fall 2006. As a result, the College has had to maximize its existing resources and seek additional resources to accommodate the needs of its students without compromising the quality of training and education provided. The military buildup presents an opportunity for the island to develop the professional capacity of local Guam residents through the educational and training offerings of the University of Guam and the Guam Community College, as well as the Guam Contractors Association Trades Academy.

Figure 15. Community Impact in Numbers



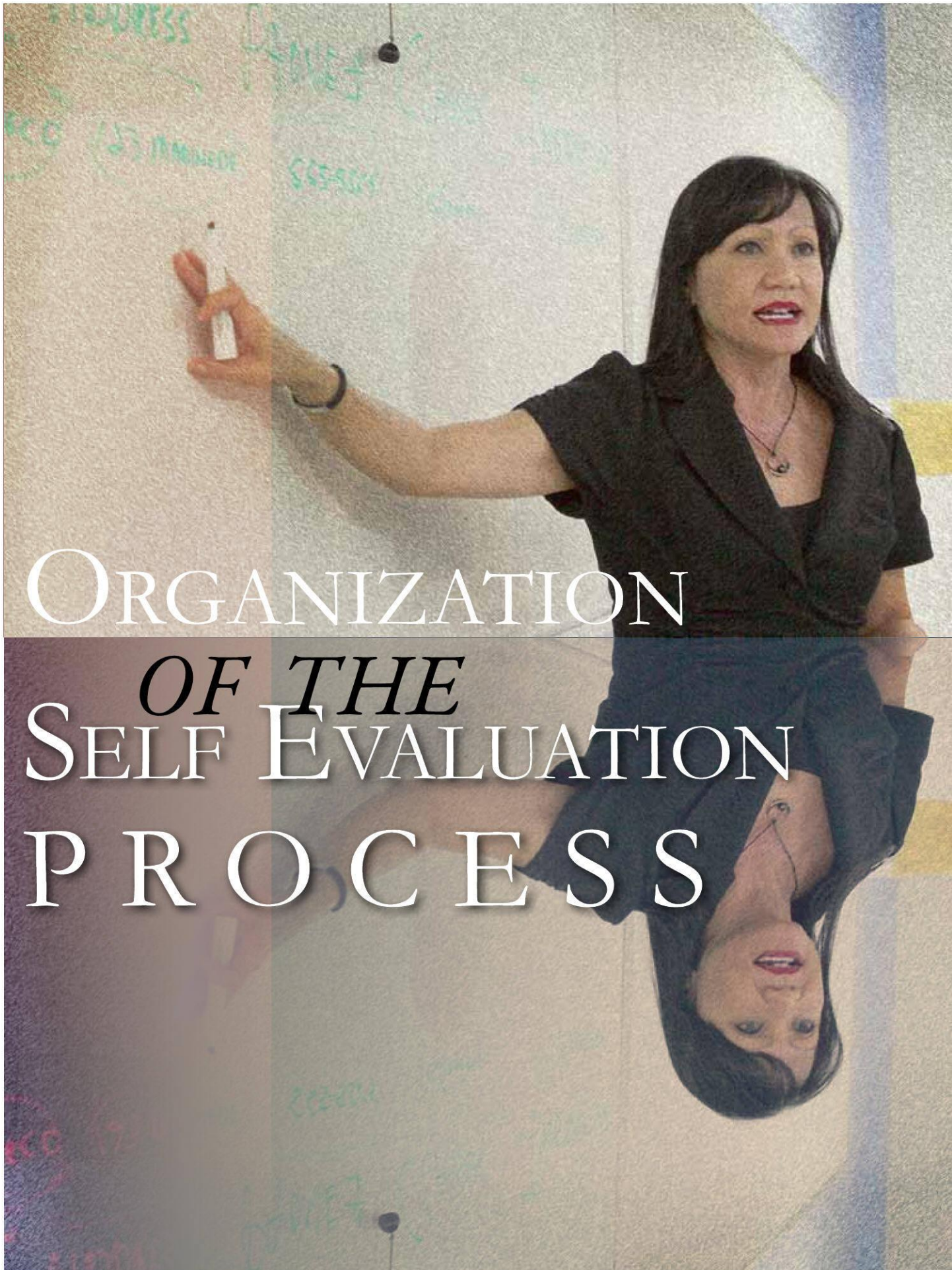
Importance of Data

Most of the quantitative data presented above was extracted from various institutional assessment reports published by the Office of Assessment, Institutional Effectiveness & Research (AIER). The College's AIER Office was created in 2004 to develop and sustain assessment momentum through capacity building efforts that will empower constituents to use assessment results for accountability and improvement and to systematize assessment protocols, processes and policies. Systematic data collection and analysis are conducted by AIER and reported in various institutional assessment reports available both in print and online (the AIER website, www.guamcc.edu/aier and the GCC public website, www.guamcc.edu). Since the last accreditation team visit in 2006, AIER has published five Annual Institutional Assessment Reports (AIAR), and prior to the 2006 visit, five reports were published as well. The AIARs highlight assessment activities through various program review components and provide a guide to departmental planning and program changes.

Data for this report also includes statistics extracted from the GCC Fact Book-Volumes 1 through 5 and from the AIER reports. Information was also extracted directly from the Operational Data Store, the College's institution-wide information reporting system within Banner. Additional relevant data were extracted from the Guam Department of Labor's Bureau of Labor Statistics and the US Department of the Interior Office of Insular Affairs for local and regional perspectives.

Through the regular and systematic process of assessing various aspects of the College using tools such as the *Student Ratings of Instruction Survey*, the *President's Performance Appraisal Survey*, the *Institutional Effectiveness Survey*, the *Board of Trustees* and *Foundation Board of Governors Survey*, and various other surveys, AIER is able to gather and report statistics related to key components of the institution and provide a thorough analysis and meaningful recommendations for improvement based on the data available. The

AIER reports have grown in depth and complexity through the years, demonstrating how assessment has become an integral part of the College's daily activities and providing evidence of the impact of assessment on successful student learning outcomes and quality institutional reflection, planning and decision-making.



ORGANIZATION
OF THE
SELF EVALUATION
PROCESS

Organization of the Self Evaluation Process

When the Commission's letter reaffirming Guam Community College's accreditation on June 29, 2006 was received, the College's continuous cycle of institutional self evaluation (formerly called self study) began anew. The now-institutionalized annual self evaluation structure at the College made this possible. Since fall 2006 up until this year, several Annual Self Evaluation Reports have been produced and published in order to document the College's compliance with the standards on a yearly basis. The biggest challenge for this year's Institutional Self Evaluation Report lay in the re-organizing and re-structuring of the previous years' narratives so that the incremental flow of the overall narrative remained intact. The present report is a careful and thoughtful synthesis of the self evaluation process in the last five years, presented herein as a unified, composite report.

In the 2006 Evaluation Report, the College was commended for its response to the recommendations of the previous evaluation team and for the extensive assessment process and infrastructure which, as the report documents, "places the college significantly ahead of other community colleges in the development of processes that address the new accreditation standards, which are organized around assessment, outcomes and program improvement based on resulting information and dialogue" (Evaluation Report, p. 4). Moreover, the visiting team also noted the resilient characteristic with which the college community addressed its natural disaster-related and fiscal difficulties and lauded the College's unwavering focus on the effectiveness of its educational programs and services.

Dr. R. Ray D. Somera, the institution's Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs, led the preparation of this report. He was also assisted by an Assistant ALO (Dr. Virginia Tudela) whom he continuously trains in accreditation work for the ALO initiative to be sustainable.

Since his October 2007 replacement of Dr. John R. Rider (his predecessor), who presided over the preparations for the 2006 team visit, the ALO managed oversight of the process through an appointed Self Study Coordinator (Joseph Benavente), whose responsibility was primarily to assist in coordinating meeting schedules, taking notes during Steering Committee meetings, and guiding the Standard Chairs in preparing their respective report pieces, among other tasks.

In keeping with the participatory governance processes at the College, this report benefited from input provided by the Steering Committee of the four existing Standards Committees comprised of faculty, staff, and administrators, Academic Affairs Division Management Team, as well as the President's Management Team, and the Board of Trustees. Substantial information for this report was gathered from the 9th, 10th, and 11th Annual Institutional Assessment Reports (AIAR), five annually-written Self Study Reports, various

institutional research reports (including Fact Books) from the Office of Assessment, Institutional Effectiveness and Research (AIER), as well as meeting notes and agendas from Faculty Senate committees, Academic Affairs Division Management Team, President's Management Team, and the Board of Trustees. The complete listing of Resources utilized for this report can be found in the College's Accreditation 2012 webpage on the main website, (<http://www.guamcc.edu/acc12/index.php>), as well as in the Directory of Evidence at the end of this report.

At various points in the report development process, the following individuals, with their respective position titles, each contributed separately and collectively in the preparation of the Institutional Self Evaluation Report:

Standard I: Mission and Institutional Effectiveness	Position Title
Dr. Carol Galvez-Reid, Chair	Assistant Professor, English
Juanita M. Tenorio	Associate Professor, English
Norman L. Aguilar	Assistant Professor, Tourism
Christine B. Matson	Assistant Professor, LRC
Reilly A. Ridgell	Dean, TPS
Victor Rodgers	Assistant Director, Continuing Education & Workforce Development
Jayne T. Flores	Assistant Director, Communications & Promotions
Evangeline M. Aguon	Administrative Assistant, Assessment, Institutional. Effectiveness, & Research
Standard II: Student Learning and Programs	Position Title
Dr. Clare A. Camacho, Chair	Professor, Education
Carl E. Torres II	Instructor, Math
Fred Q. Tupaz	Instructor, Business
Angela T. Bordallo	Instructor, Practical Nursing
Dr. Virginia C. Tudela	Dean, TSS
Marlena O. Montague	Acting Assistant Director, AIER
Patrick L. Clymer	Coordinator, Admissions and Registration
Priscilla C. Johns	Program Specialist, AIER

Standard III: Resources

Dorothy-Lou Manglona, Chair
 Evon Wong
 Ricky Q. Tyquiengco
 Carmen Kwek-Santos

Doris U. Perez
 Lolita C. Reyes

Joann W. Muna
 Frank C. Camacho
 Johanna L. Camacho

Position Title

Instructor, Practical Nursing
 Instructor, Tourism
 Department Chair, Electronics
 Vice President, Finance and
 Administration
 Assistant Director, Planning & Dev
 Assistant Director, Development &
 Alumni Relations
 Administrator, Human Resources
 Administrator, MIS
 Program Coordinator, Admissions
 and Registration

Standard IV: Leadership and Governance

Rebecca T. Aguon, Chair
 Pilar C. Pangelinan
 Elaine C. Fejerang
 Jennifer B. Artero
 Dr. Mary Y. Okada
 Gina Y. Ramos
 Barbara B. Leon Guerrero

Anthony San Nicolas

Sarah S. Leon Guerrero
 Dr. Marsha M. Postrozny
 Imelda D. Arce
 Ariane Nepomuceno

Steven Ray Alvarez

Position Title

Assistant Professor, English
 Assistant Professor, Accounting
 Instructor, Computer Science
 Instructor, Practical Nursing
 President
 Chair, Board of Trustees
 Program Specialist, Center for
 Student Involvement
 Associate Professor, Construction
 Trades
 Professor, Education
 Associate Professor, Education
 Instructor, Enrollment Services
 President (Student), Council on
 Post-Secondary Affairs (COPSA)
 Vice President (Student), COPSA

Dr. R. Ray Somera, Steering Committee Chair
 Dr. Virginia C. Tudela, Assistant ALO
 Joe L. Benavente, Self-Study Coordinator
 Ava M. Garcia

Academic Vice President
 Dean, TSS
 Planner, AIER
 Administrative Officer

Special thanks to **Wesley Gima & Angela Cabrera**, Graphic Designers; **Elaine Fejerang**, Accreditation Webpage Designer; **Jayne Flores**, Overall Editor

In terms of generating feedback for the report, numerous opportunities were given to all campus constituents to provide comments and suggestions to several drafts of the Institutional Self Evaluation Report, as it was being written and developed. This began during the formal accreditation kick off in September 2009, and feedback was continuously solicited in three college assemblies of faculty, staff, and administrators (fall 2010, spring 2011, fall 2011) dedicated to accreditation information and engagement. To make the feedback process easily accessible, an electronic system was set up through the College's portal, MyGCC, in the Group Studio section. The four ACCJC standards were set up individually to receive feedback after each online posting of report drafts. Periodic announcements through the campus-wide online posting system were used to invite constituents' feedback. Because this was in keeping with the College's participatory governance process, this electronic feedback system affirmed the College's belief in the transparency and inclusivity of the institutional self evaluation process. As a direct result, this report was greatly enhanced by feedback from a diverse group of college constituents to include students, faculty, staff, administrators and members of the governing board.

Moreover, brown bag sessions known as "Lunch and Learn" were set up by the Standard chairs (in coordination with the ALO) to present highlights of findings in each of the Standard draft reports. Designed as one-hour to one-hour-and-a-half sessions, these informal conversations generated rich feedback from various constituents including students, staff, faculty, administrators, and board members.⁸ Such comments were later integrated into the final report. In all, twenty one (21) "Lunch and Learn" sessions were held in fall 2011, and an estimated 200 campus constituents were engaged in these pre-final report discussions.

On October 27-28, 2011, the ALO arranged for a "mock visit" by an experienced team chair, Dr. Douglas Houston, who traveled from California to Guam, to provide his observations, insights, and critique of the Institutional Self Evaluation Report (ISER). While on campus, he met with staff, faculty, administrators, students, board members, as well the Standard committee chairs and their members, and briefed them on the team visit procedures and expectations.⁹ His thoughtful and thorough feedback on the ISER greatly enriched the substantive content of the subsequent draft reports.

At its December 5, 2011 meeting, the Board of Trustees approved this Institutional Self Evaluation Report.

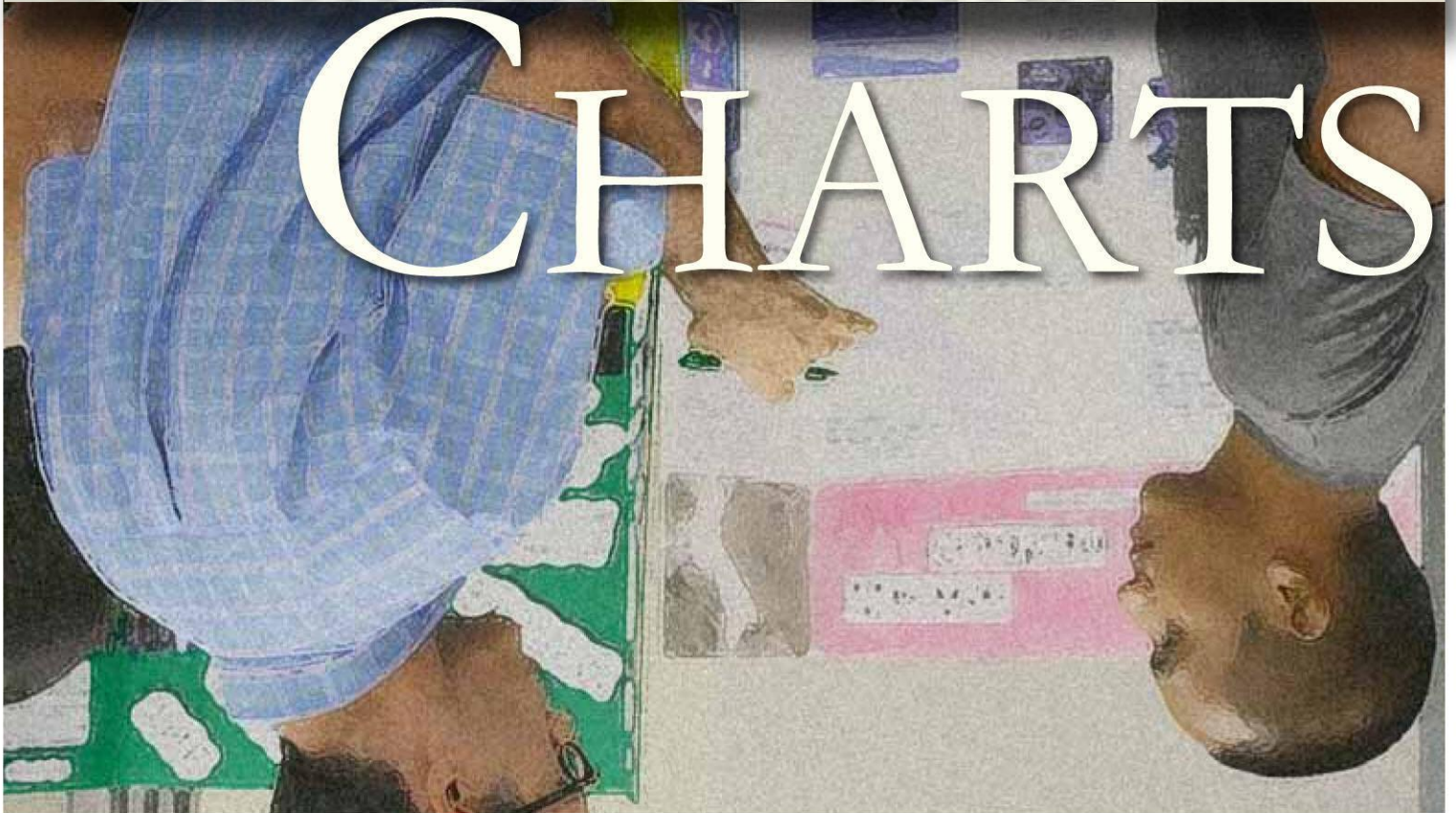
⁸ "Keeping the Campus Informed about Accreditation Preparations," [Memo from AVP](#), Oct. 12, 2011

⁹ [3rd Accreditation Assembly Agenda \(Faculty\)](#), October 28, 2011



ORGANIZATIONAL

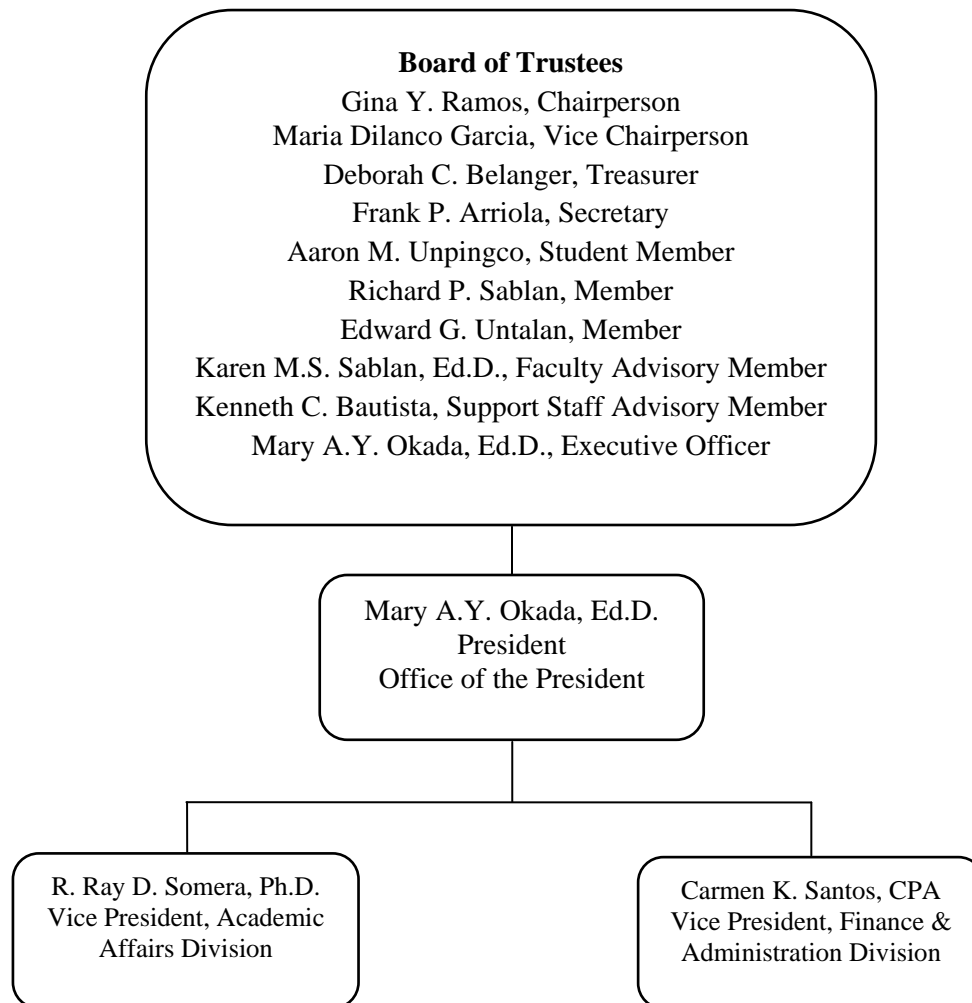
CHARTS



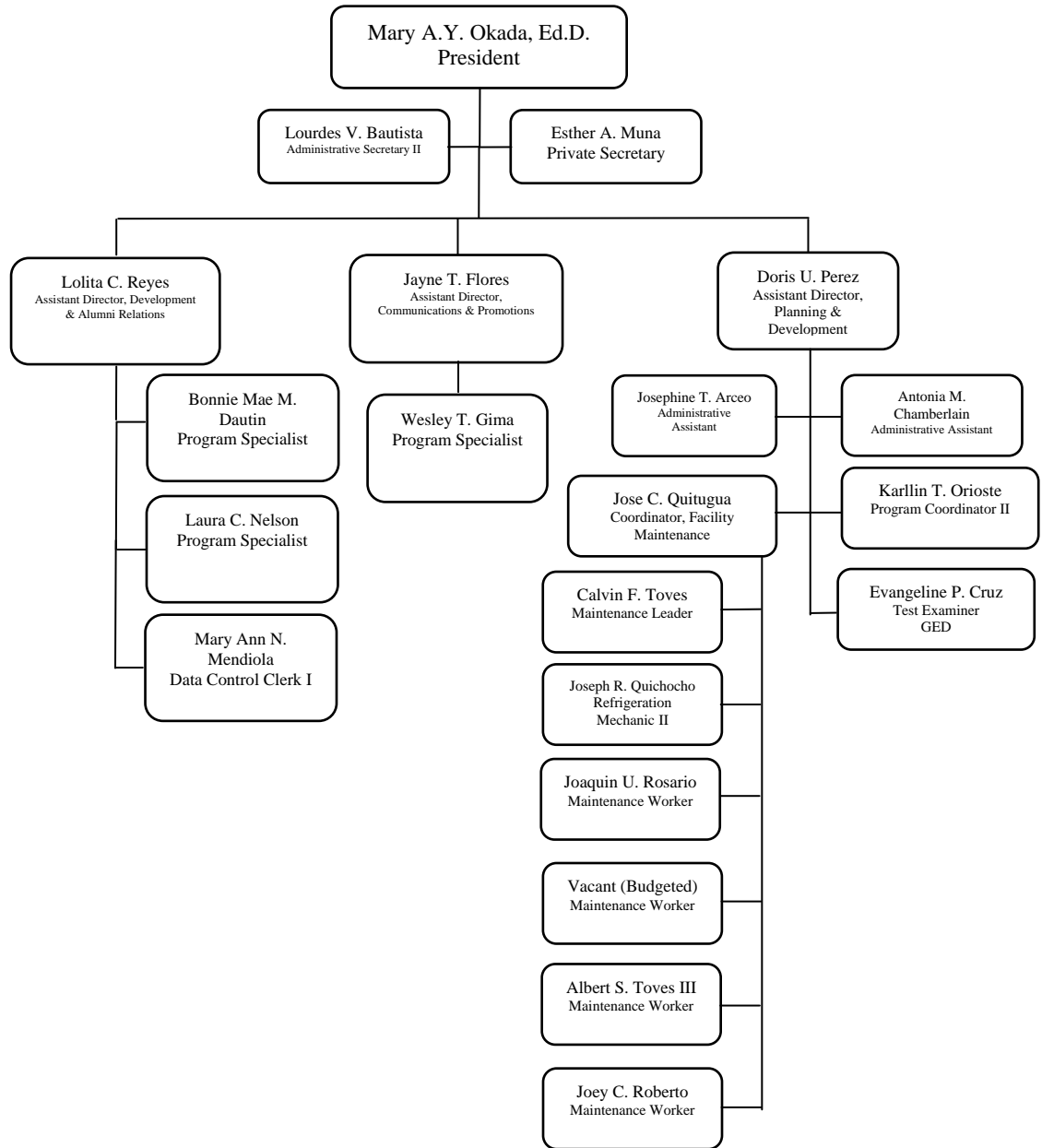
Organizational Charts

The following charts and diagrams illustrate the governing structure of the Guam Community College. They clearly illustrate the lines of responsibility and oversight regarding various areas of college functioning and governance.

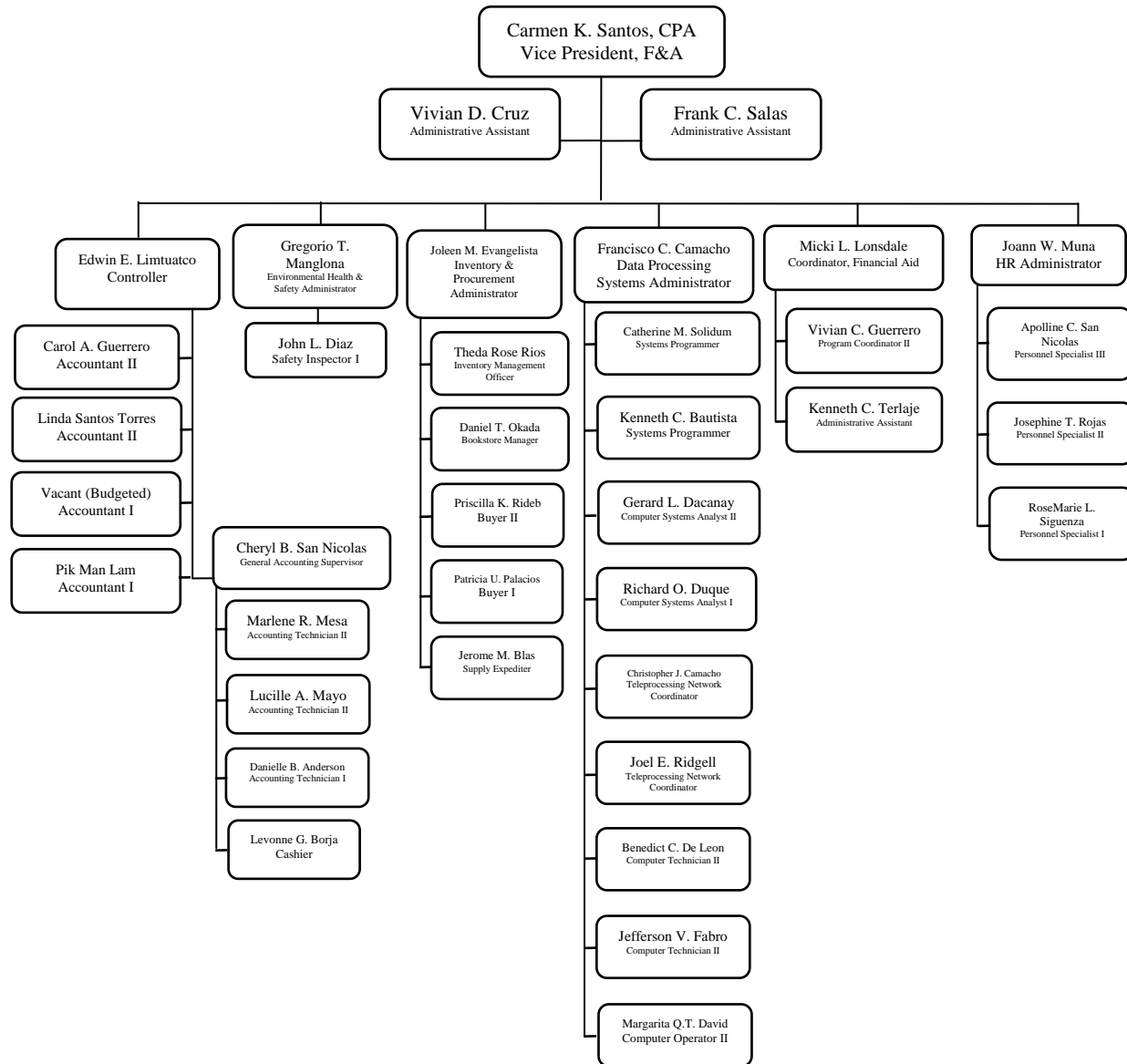
Board of Trustees & Office of the President



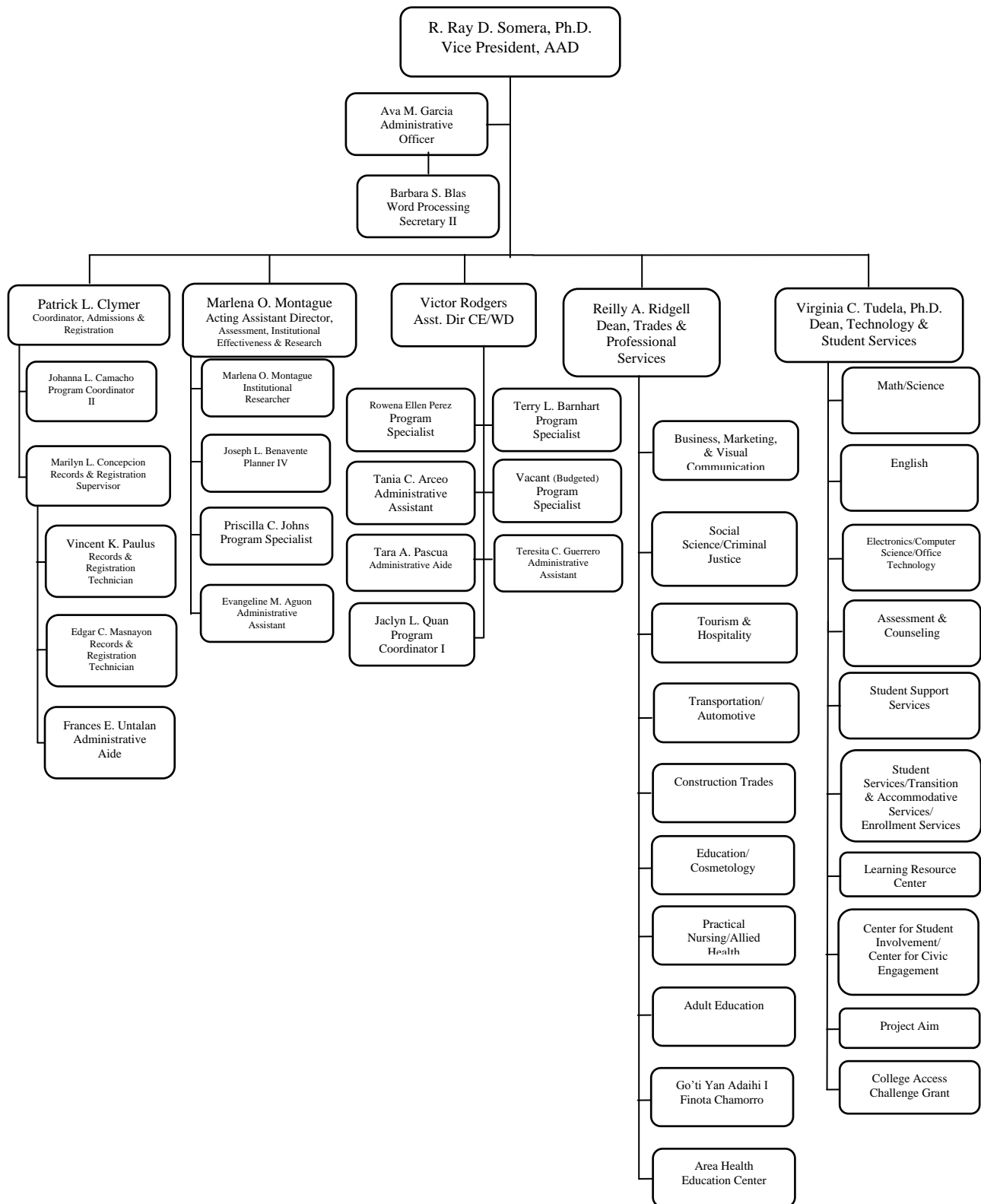
Office of the President



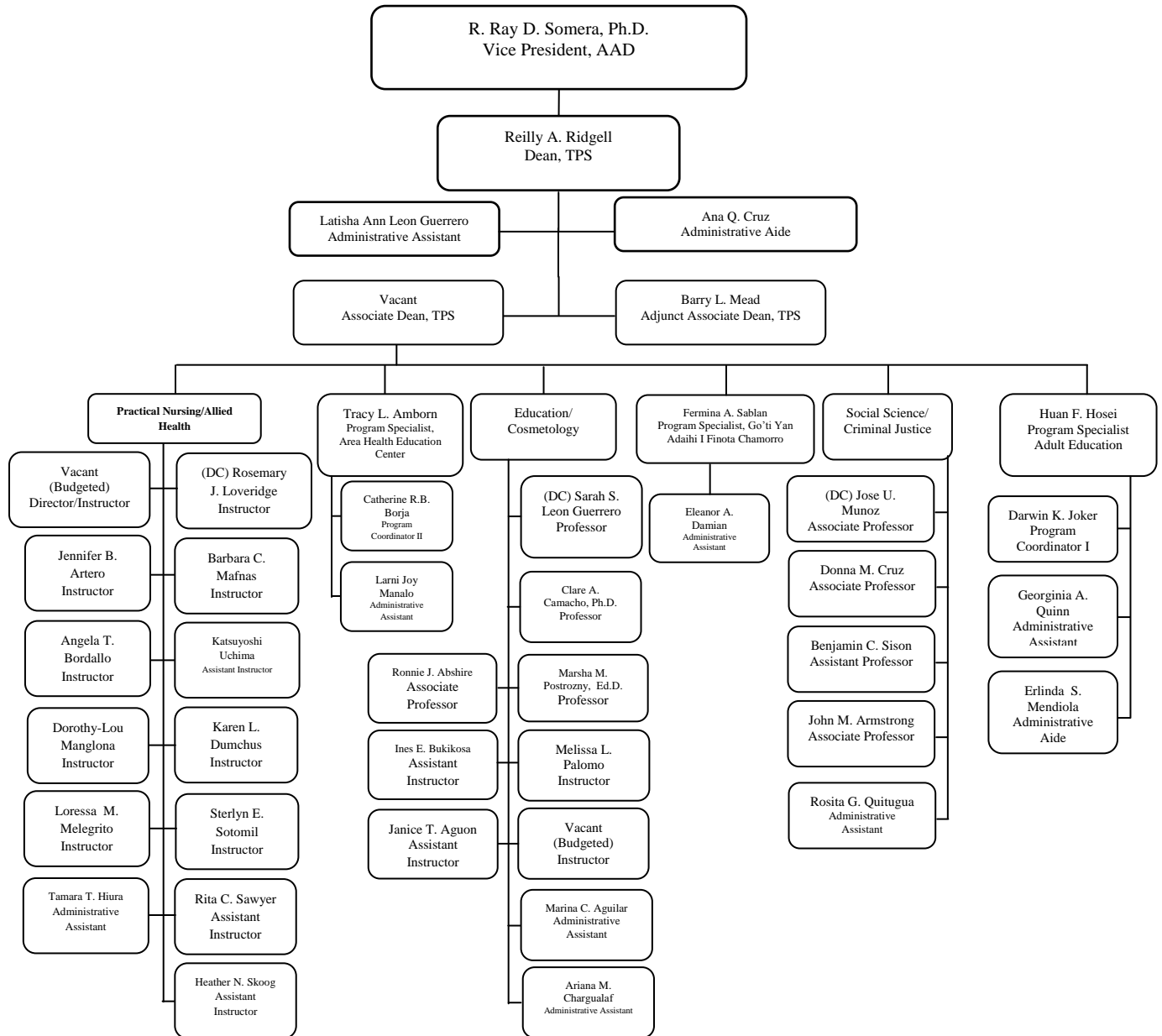
Finance & Administration Division



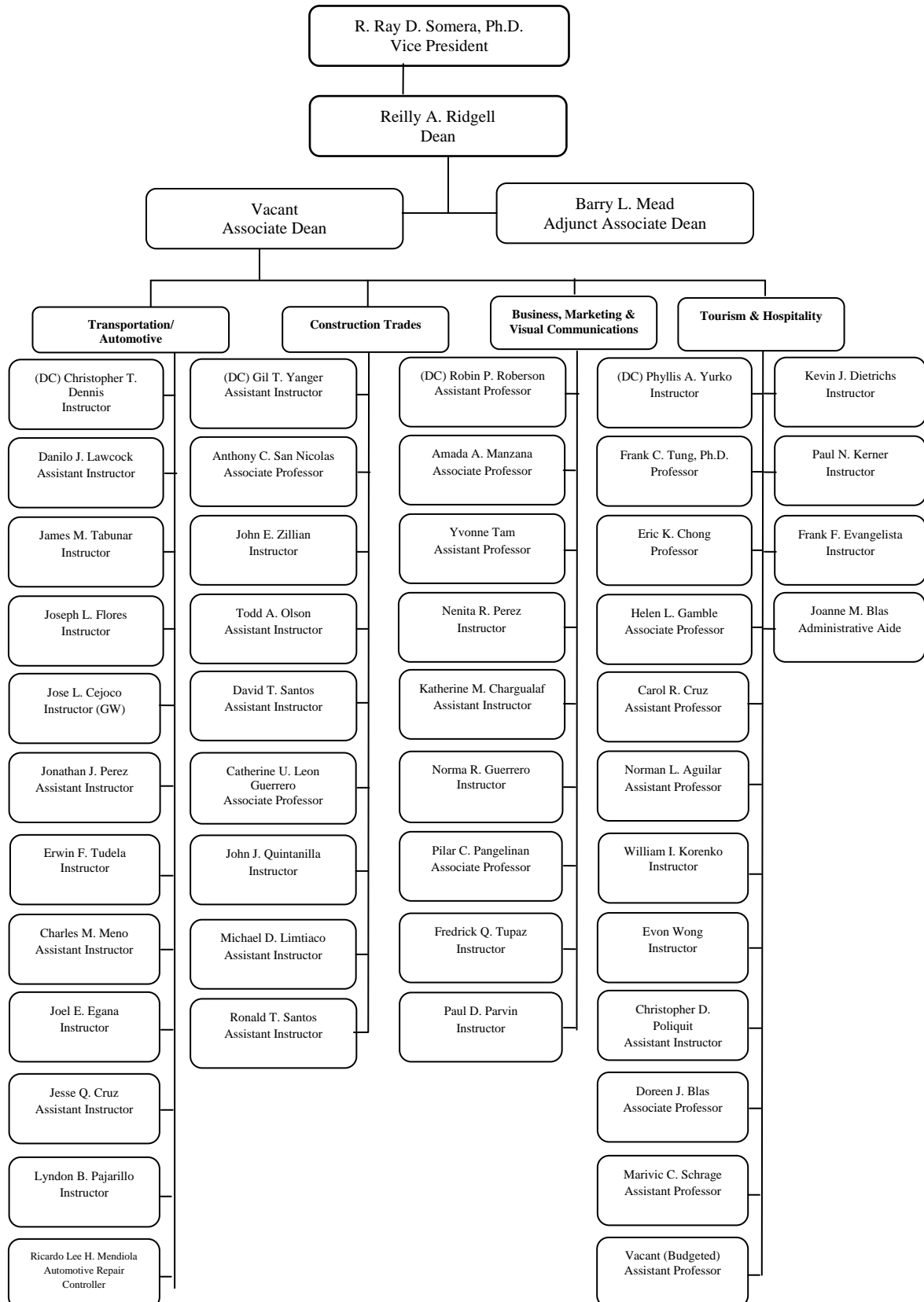
Academic Affairs Division



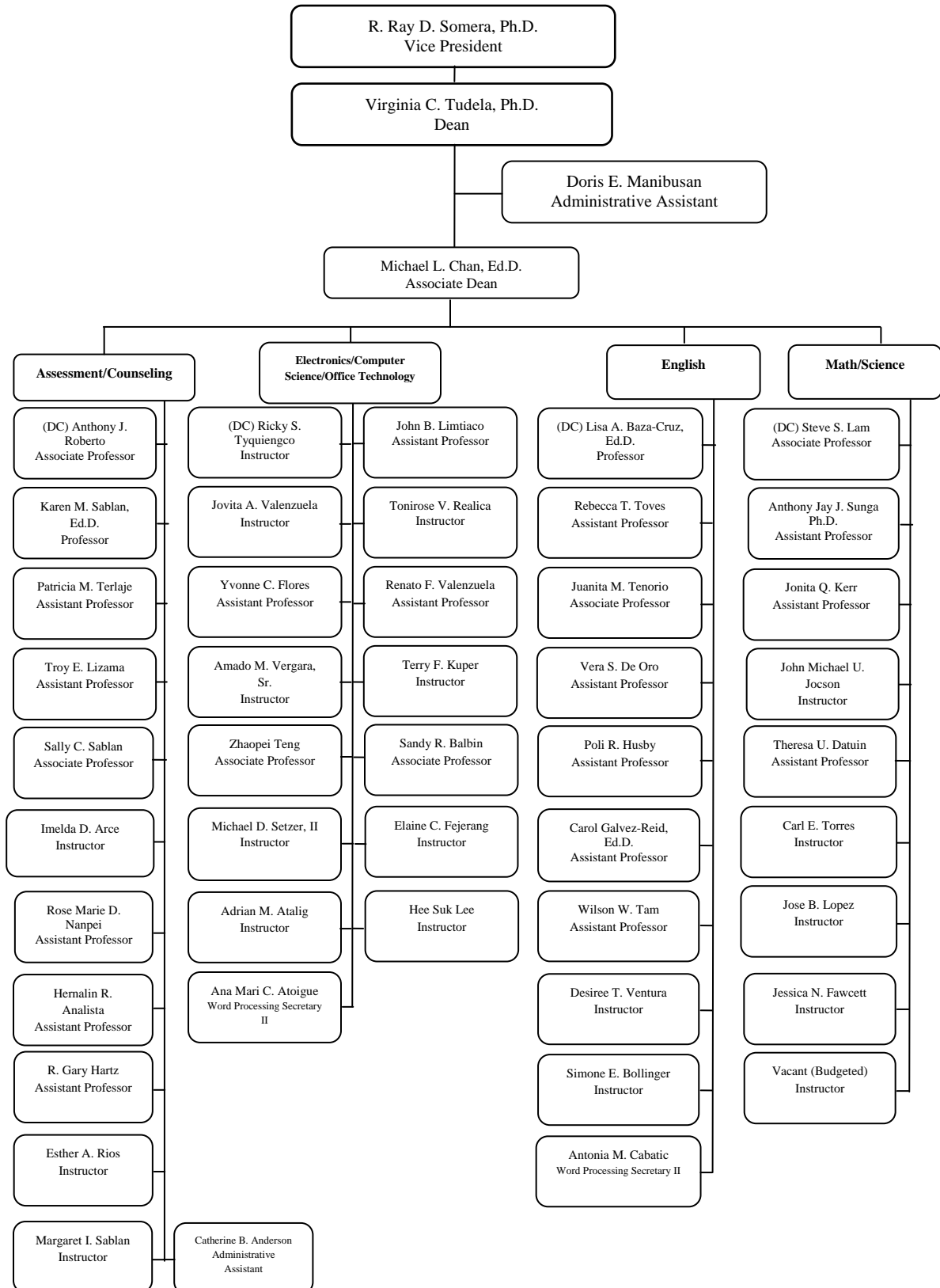
School of Trades & Professional Services 1 of 2



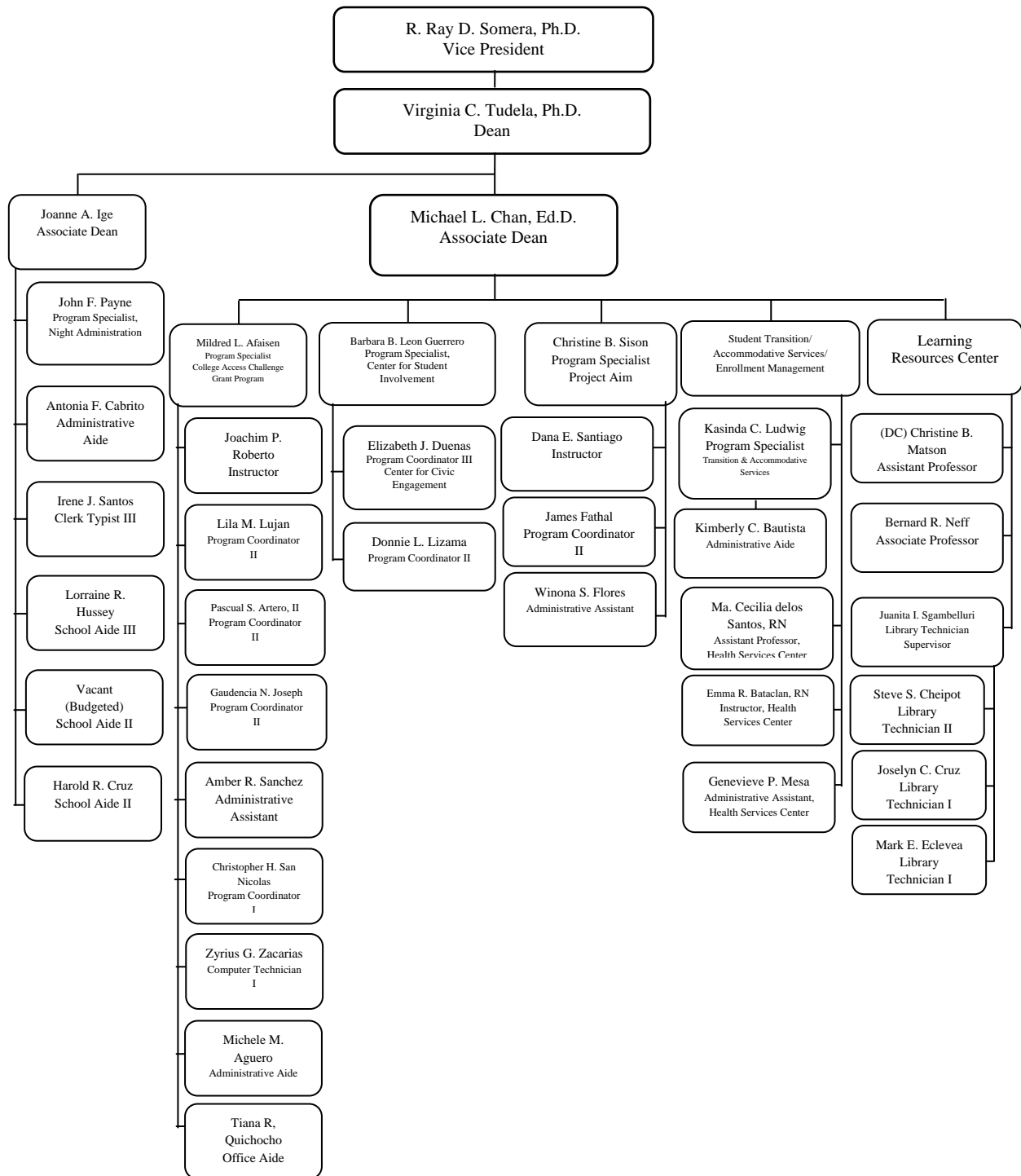
School of Trades & Professional Services 2 of 2

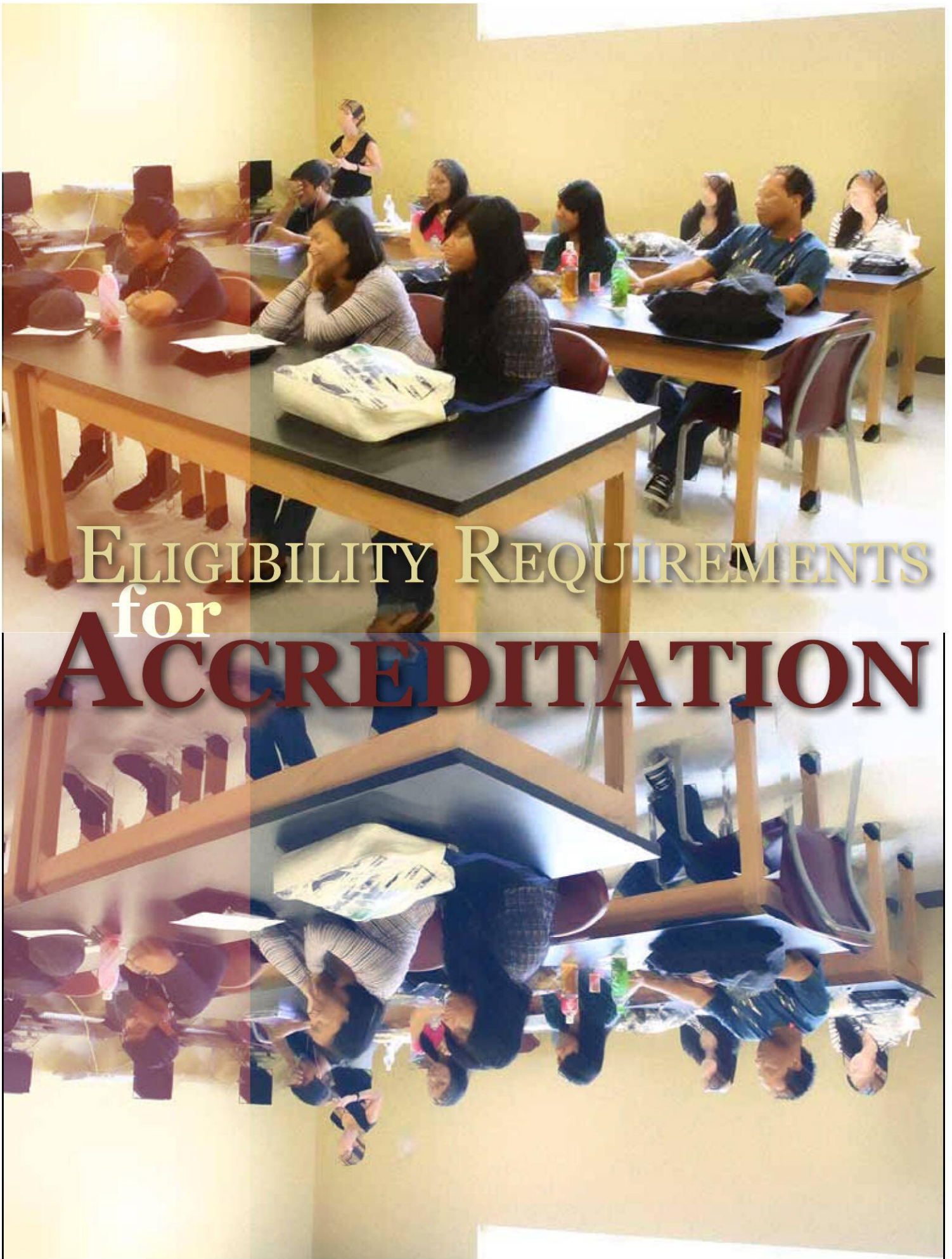


School of Technology & Student Services 1 of 2



School of Technology & Student Services 2 of 2





ELIGIBILITY REQUIREMENTS
for
ACCREDITATION

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

Public Law 14-77 or the Community College Act of 1977 is the institution's enabling law. Since its initial enactment by the Guam Legislature, it has served as the institutional mandate that has guided GCC in carrying its mission to provide high quality education and training in career and technical workforce development on island. As recently as May 2011, the College provided testimony in a public hearing at the Legislature to push for amendments to this public law to include updating its terminology (e.g. career and technical education, instead of vocational education), as well as to provide it with authority for procurement and lease of the College's real estate property. The 31st Guam Legislature passed the bill, and it became public law after the island's Acting Governor signed it on September 30, 2011. Accreditation status is printed in the college catalog and other institutional publications, and the Certificate of Accreditation Reaffirmation hangs on the wall of the Academic Vice President's office.

2. Mission

The Board of Trustees re-authorized the College's mission statement in February 2011 after its regularly-scheduled annual review. Additionally, in May 2011, the Board also adopted a translation of the mission statement in Chamorro, the island's indigenous language, in keeping with the increased sense of cultural identity among Guamanians as a result of the community discussion regarding the benefits and pitfalls of an impending military buildup on island. As a constant reminder of the College's mission, members of the Board of Trustees and the Foundation Board of Governors always recite the mission at the start of each meeting, with the Faculty Senate also implementing a similar practice. Each year, a vision-mission poster, produced by the Office of Assessment, Institutional Effectiveness and Research, is also posted in strategic places all around the campus to further heighten all campus constituents' familiarity with the institutional mission statement.

3. Governing Board

Six members of the Board of Trustees of the Guam Community College are appointed by the Governor to represent various sectors of the community, as outlined in Public Law 14-77. A student representative is elected by fellow students to serve on the Board from April to May each year. Two advisory committee members – a faculty representative and a staff representative - make up the rest of the Board's membership. [Appendix P](#) lists the members of the Board since the last comprehensive campus visit in 2006.

4. Chief Executive Officer

The Board of Trustees hires the college president who is granted with sufficient authority to implement Board policies, in compliance with Board Policy 455 (Selection of a President). Dr. Mary A.Y. Okada, as the chief executive officer on a full time basis, began her tenure as the college's president in October 2007. Her contract was renewed for another three years in June 2010.

5. Administrative Capacity

Two vice presidents, two deans, three associate deans, five assistant directors, and

appropriate office administrators and support staff carry out the immense responsibility of running a college ably to support the college president. Those in administrative positions have the ability to support the college mission and operations because they are full-time, permanent employees who are credentialed and experienced in their respective fields.

6. Operational Status

Since 1977, the college operates secondary and postsecondary career and technical education programs, adult and continuing education, and short-term specialized training, as dictated by community and industry needs. The college also serves as the State Agency for Career and Technical Education under the United States Vocational Education Act of 1946, 1963, and subsequent amendments. It is also the State Agency for Adult Basic Education, as well as the provider of the training component for the US Department of Labor's Apprenticeship Training Program.

7. Degrees

The college's postsecondary offerings lead to the conferral of Certificate or Associate of Science/Associate of Arts degrees. For academic year 2011-2012, the college listed 17 Certificate and 20 Associate degree programs in its catalog. In fall 2011, 2,556 students enrolled in the college's postsecondary programs in the Mangilao campus.

8. Educational Programs

The college's educational programs are delivered on and off-campus, in satellite programs at Guam's public high schools and on site at businesses as needed. These programs prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher learning. Likewise, the college offers a variety of community service and special programs to prepare students for college experiences including English as a Second Language, Adult Basic Education, GED testing program preparation, and an Adult High School diploma program.

9. Academic Credit

All Guam Community College degrees, certificates and courses are listed in the catalog and on the website. Through the work of the Learning Outcomes Committee (LOC), a faculty-led curriculum approval process is in place to monitor the quality of course and program guides as they are newly introduced or revamped to meet current community and industry standards. At the college, each credit hour represents one hour per week in class and two hours outside of class devoted to preparation. Credit is granted in recognition of successful work in attaining student learning outcomes (SLOs) in specific courses. All course- and program-level SLOs are published in the catalog. For academic year 2011-2012, all Certificate and AS/AA programs (n=37) listed in the catalog have articulated program-level SLOs. Likewise, all courses (n=359) published in the catalog have course level SLOs. These statements of outcomes at the course and program levels map to the Institutional Learning Outcomes (ILOs) which were recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees on December 2, 2009. These outcomes --at the course, program, and institutional levels-- serve as the primary basis for implementing the regularized assessment process at the college, which has been in place since 2001.

10. Student Learning Achievement

The college documents and monitors student learning achievement each year by compiling statistics that show trends on program and course completions, persistence and retention rates, program and course SLO completions, graduation rates, and other similar measures. These trend data are published in the annually-published GCC Fact Book for strategic planning and decision making purposes. Since the last visit in 2006, the college has published five (5) volumes of the Fact Book.

11. General Education

Guam Community College believes that high quality general education opportunities for all its students are necessary for democratic principles and practices to exist and for a sound economy to flourish. The college continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire service, opportunity and responsibility in all its constituencies. The revamp of the general education program in fall 2010 was the result of several years of faculty dialogue that began soon after the ACCJC evaluation report in 2006. As a revamped program, the general education component of certificate and degree programs at the college is explained fully on pages 35-36 in the catalog.

12. Academic Freedom

Board Policy 460 on Academic Freedom is published as Appendix G of the AY 2011-2012 Catalog (as it has always been in previous years) to constantly remind faculty and students that the college supports an atmosphere of independence to examine and challenge ideas that brings about intellectual freedom ultimately leading to discovery and knowledge. It is also published on the college's website under Board policies.

13. Faculty

The educational credentials of faculty are always published at the back of the college catalog, as it has been in previous years. In fall 2010, the college employed 112 full-time faculty and 74 adjunct faculty. This human resources pool is sufficient in size and experience to keep the college's educational programs going. The union contract describes expectations for faculty performance in various areas, such as instruction, assessment, and community service.

14. Student Services

The wide range of student services provided to each and every Guam Community College student is described in detail on pages 12 to 18 of the college catalog. These services are consistently aligned with the college mission. Likewise, these services support student learning and achievement for all students at the college.

15. Admissions

Consistent with the institutional mission, the college admission practices are described in the catalog on pages 20 to 22. With an open access policy, the college, as the only community college on island, admits all students who possess a high school diploma from an accredited institution, recognized by the US Department of Education.

16. Information and Learning Resources

The newly constructed Learning Resources Center (LRC) opened on December 10,

- 2010 and is the first LEED-certified building for the entire Government of Guam. As a monument of innovative building practices, it achieved a gold rating with its built-in energy efficiencies and controls that render the place a most conducive learning environment for all GCC students and other constituents.
17. Financial Resources
Through its budget process, the Guam Community College allocates adequate resources to support its educational programs and services. The college's operating budget is intended to meet the expectations identified in the institutional mission statement that enables students to achieve quality education and job training at the college. Budget planning is designed to support the goals and objectives in the Institutional Strategic Master Plan (ISMP). Budget planning is also tied to assessment findings through the college's program review process in TracDat, GCC's assessment data management software.
18. Financial Accountability
For the last ten (10) years in a row, independent auditors Deloitte & Touche, LLP has rendered an unqualified or clean opinion on GCC's financial statements. This is the reason why the college is regarded as the most fiscally responsible entity in the entire Government of Guam.
19. Institutional Planning and Evaluation
The Institutional Strategic Master Plan (ISMP) is the core document where all the assessment activities done at various levels of the college, from instructional to student services to administrative unit assessment, is linked through TracDat. As the central planning document, the ISMP includes the *Comprehensive Institutional Assessment Plan*, *Physical Master Plan*, and the *Institutional Technology Strategic Plan*. The goals of the ISMP are linked to program review and outcomes assessment to budget allocation requests, and the results of this linking and evaluation are fed into long-term institutional strategic planning processes.
20. Public Information
A college catalog that provides descriptions of the college's mission; programs of study; admission requirements and procedures; grading policies; degrees and certificates; student support services; educational resources; financial aid services; and learning outcomes at the institutional, program, and course levels, is published each academic year. In addition to its availability as a CD, this catalog is also posted online, and all errata and additional information is widely publicized through the online posting system. Moreover, a Schedule of Classes is published each semester (fall and spring) to ensure that students and other constituents can find precise, accurate and timely information concerning classes, requirements, instructors, and policies that affect students.
21. Relations with the Accrediting Commission
The college's accreditation status is recognized in all major college publications and on the college website. It adheres to all eligibility requirements and accreditation standards as described in this self evaluation report. Not only has the college communicated fully and openly with the Commission in the past, it has also complied with all Commission requests for submission of annual, midterm and progress reports in a reasonable and timely manner.

Certification of Continued Institutional Compliance with Commission Policies

The college certifies that it continues to comply with all the Commission policies identified below:

- Policy on Award of Credit
- Statement on Benefits of Accreditation
- Policy on Commission Actions on Institutions
- Policy on Commission Good Practice in Relations with Member Institutions
- Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- Policy on Credit for Prior Experiential Learning in Undergraduate Programs
- Policy on Distance Education and on Correspondence Education
- Statement on Diversity
- Policy on Insider Trading
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Institutional Compliance with Title IV
- Policy on Institutional Integrity and Ethics
- Policy on Institutions with Related Entities
- Policy on Interregional Policies on the Accreditation of Institutions Operating Across Regions
- Policy Regarding Matters Under Litigation
- Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals
- Policy on Public Disclosure
- Policy on Refund of Student Charges
- Policy on Representation of Accredited Status
- Policy on Review of Commission Actions
- Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process
- Policy on Student and Public Complaints Against Institutions
- Policy on Substantive Change
- Policy on Transfer of Credit

A woman with long brown hair is seen from the side, focused on her work at a computer workstation. She is wearing a blue top and a gold bracelet. The workstation features several monitors; the one in the foreground shows a landscape image. The background is slightly blurred, showing a white wall with a blue vent. The overall lighting is soft and professional.

RESPONSES TO
PREVIOUS RECOMMENDATIONS

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

The institution's response to the 2006 Evaluation Report recommendations is organized in this section to address three areas: 1) Major Recommendations of the Report, 2) Specific Recommendations in the Report, and 3) Update on Substantive Change. Each recommendation is followed by a response. In each of the three identified sections, progress made on each recommendation is documented, and evidence of results is presented in the Appendix. The main bulk of evidence for each of the responses is provided in the appendices. Responses in this section of the report are largely updates of narratives contained in the 2009 Midterm Report submitted to the Commission in March 2009.

Major Recommendations

1. *“The College has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The College should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the College should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standard II.A.3)*

A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for a greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum.” (Standard II.A.3.a)

Response: The Office of Assessment and Institutional Effectiveness (AIE) now called the Office of Assessment, Institutional Effectiveness and Research (AIER) initially addressed this recommendation through a comprehensive research report called the *General Education Impact Study*. This study examined student enrollment, grade distribution, and completion rates over a 5-year period (AY 2003-2004 to AY 2007-2008) and repeater patterns over a 4-year period (AY 2003-04 to AY 2006-2007) in developmental English and math courses at the College. Primarily intended to gauge the effect of the General Education requirements on student access and success, study results indicated that the challenge of successfully completing developmental courses prevents students from progressing to College-level courses. Ultimately, this potentially impacts program completions in general and program completions in a reasonable time. Additionally, it delays students in meeting general education requirements that would potentially be transferred to other institutions. Moreover, it negatively affects the number of students who complete both certificate and degree programs. The complex factors that contributed to this situation were discussed in the report, along with recommendations that the College provide greater support in tutorial services, mentorship, and strengthened academic services that would mitigate the problem. The regular assessment of the Developmental Education curriculum in general was also emphasized. See [Appendix A](#) for the *General Education Impact Study*.

As a result of the College's continuing dialogue on this issue, the Council of Chairs met to discuss the AVP's memo regarding the subject (See [Appendix B](#)). The Council consequently provided three recommendations to address the 2006 visiting team's concerns, namely:

1. The Council recommends that the general education requirements for all Certificate programs should be determined by each program, with input from the respective advisory committees.
2. The Council recommends the deletion of the general education policy limiting students to a certain amount of credits unless English and Math courses are completed.
3. The Council encourages the Gen Ed Committee to include courses in the general education requirements that promote "soft skills" in their student learning outcomes, and to provide more choices for students (for example, under Social Sciences, PY120, SO130, PY100 OR PY125, instead of PY120 and SO130). In addition, the Council encourages the inclusion of a Humanities course in the general education requirements.

In consonance with participatory governance processes, the Academic Vice President issued a memo requesting for continuing campus dialogue on the matter, involving Faculty Senate committees, as well as the Deans and other administrators in discussions. (See [Appendix C](#) for the Academic Vice President's memo on this campus dialogue.)

Update: As a result of several years of faculty dialogue, effective fall 2010, a revamped General Education curriculum, along with requirements regarding the inclusion of specific categories of knowledge in the curriculum, was implemented at the college. These broad areas of knowledge included English Composition, Mathematics, Natural & Physical Sciences, Social & Behavioral Sciences, Computer Literacy, and Humanities and Fine Arts. The addition of the latter category directly addresses a Commission's concern in the 2006 evaluation report. As a revamped program, the general education component of certificate and degree programs at the college is explained fully on pages 35-36 in the AY 2011-2012 catalog.

2. *"The College is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The College should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes of the College. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution."* (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)

Response: This recommendation has been met with the full implementation of the Faculty Senate structure since Fall 2006. This occurred just a few months after the team's campus visit. As a new entity in the College's organizational hierarchy, the Faculty

Senate has also been included in the College's Assessment Taxonomy and has undergone assessment twice as spearheaded by the Office of Assessment, Institutional Effectiveness and Research since its inception. See [Appendix D](#), *Second Effectiveness Survey Report of the GCC Faculty Senate* for the latest Senate evaluation report by the Assessment Office.

The phrase “shared governance” is in bold face in Recommendation #2 above because it became a contentious subject for the College since the appearance of the team report. An advisory letter from Dr. Barbara Beno on this issue (dated May 02, 2008; see [Appendix E](#)) further fueled a very robust campus dialogue on the true meaning of the term. Consequently, the chief negotiators in the Board-Union agreement proposed to reconfigure the faculty governance structure in a memo to the Board (see [Appendix F](#)). As a result of all this dialogue, faculty and management negotiating teams (comprised of six members each) were finally formed to discuss Article XII (The Faculty Senate) of the Board-Union Contract in September 2008. The intensive negotiation occurred off-campus in the course of approximately four days. The result of these negotiations is a completely revamped article in the former Board-Faculty Union contract, and was renamed *Participatory Governance* (the former title was *Faculty Senate*). It was fully ratified by the general faculty in October 2008 during Professional Development Day. Data and evidence from the two assessment reports, as well as voices of Faculty Senate leaders and administrators, were all considered in the conceptualization of the revised Faculty Senate structure. See [Appendix G](#), *Participatory Governance*, and the revamped Article XII of the 2005-2010 Board-Union Contract.

Update: The participatory governance structure continues to be entrenched in the new 2010-2016 BOT-GCC Faculty Union contract, which was implemented anew in fall 2010. The negotiations for this new contract took exactly three weeks, and were completed in June 2010. The article on “[Participatory Governance](#),” found on pages 24-33 of the new contract covers the organizational structure, standing committees, committee roles and responsibilities, and corresponding workload equivalents assigned to committee chairs and members. A unique feature of this negotiated contract is in the expectation of committee work for each and every full-time faculty member on campus, in order to promote shared responsibility for assessment and accreditation between faculty and administrators.

3. *“Working on the strength of its assessment infrastructure, the College should now fully undertake the process of developing student learning outcomes for courses, programs and the institution. As these student learning outcomes are developed, they should be communicated to students, the College community and the public.” (Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)*

Response: This recommendation has been met with the development of the college's SLO implementation plan at the course level in 2008. This is a four-year plan that was jointly developed by the Office of Assessment, Institutional Effectiveness and Research and the Adjunct Associate Dean with the expressed intent to align it with the institution's two-year assessment reporting cycle. This was, in fact, merely the formalization of a

process that has been in place since the 2006 release of the team report. The plan provides timelines, tasks, justification, and types of assistance that can be provided to faculty members and departments regarding this initiative. As an all-inclusive plan, the SLO implementation process covers the remaining time period prior to the College's next comprehensive visit in Spring 2012. (See [Appendix H](#), Student Learning Outcomes (SLO) Implementation Plan.

The *Student Learning Outcomes & Curriculum Mapping Booklet* (better known simply as SLO Booklet) is the most concrete product that serves as the evidence for the College's response to this team recommendation. Since its pilot edition in 2008, it has gone through several iterations. As a booklet intended for faculty use, it continues to stimulate dialogue, to establish consistency in SLO format, to align SLOs with industry needs, and to establish high expectations for all faculty. See [Appendix I](#), *SLO and Curriculum Mapping Booklet*, fall 2011.

Update: The newly-published **AY 2011-2012 Catalog** lists programs and courses with SLOs that are now 100% completed. This means that all 17 Certificate, 20 Associate degree programs, and 359 courses published in the catalog all contain written SLOs. Most importantly, the catalog contains a section called "A Statement on Student Learning Outcomes" which highlights the value and importance that the College places on SLOs. These published SLOs are likewise reflected in the *SLO and Curriculum Mapping Booklet*, now in its fourth edition. See [Appendix J](#), excerpts from the 2011-2012 Catalog.

4. *"The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the College. Provisions should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies." (Standard IV.B.1.e, IV.B.1.1.f, IV.B.1.g)*

Response: In November 2008, the GCC Board of Trustees was truly empanelled with nine (9) members – seven voting and two non-voting – with the recent appointments made by then-Governor Felix Camacho. Although the board has consistently experienced intermittent fluctuations in its membership through the years, the Board has consistently demonstrated its full support to institutional goals and activities through its active involvement in College affairs and functions. Governor Edward Baza Calvo, elected in January 2011, appointed two new board members, which made the board fully empanelled anew.

The Board approved and adopted its revised manual at its meeting on September 2006, soon after the team visit. Regarding the issue of Board education, the College also allocated \$25,000 each year for Board training activities in its effort to address the team's report's recommendation. Moreover, the two newly-confirmed Board members (by the 31st Guam Legislature) have also undergone Board orientation, including a campus walking tour, as well as attendance in a Government Ethics workshop, as required by Guam public law. Some selected members of the Board have also participated in training

opportunities through their attendance at the Association of Community College Trustees' (ACCT) annual conferences. See [Appendix K](#) for the list of training opportunities that Board members have availed of since 2006.

Spurred by the team's recommendation, the Board adopted "dedicated time" to the review of existing policies since the release of the team report in early 2006. A policy review tool was developed by the Office of Assessment, Institutional Effectiveness and Research (see [Appendix L](#)) and utilized by faculty/staff/administrator reviewers who assisted the Board in this task. [Appendix M](#) lists the policies that have undergone careful Board review through regularly-scheduled meetings and retreats within the last five years.

Addressing Accreditors' Specific Concerns through the AIARs

Since 2001, the College has produced Annual Institutional Assessment Reports (AIAR) to document assessment activities across campus. These reports are typically released during the college's fall convocation prior to its online posting on the public website. By the time the team visited GCC in February 2006, five (5) such reports were written. The latest report (Eleventh AIAR, 2011) produced by the Assessment Office (as posted online at www.guamcc.edu/aier) is in [Appendix N](#).

The relevant discussion below is excerpted from an analysis of the evaluation team's report as reflected in the Sixth AIAR (August 2006, p. 45, 57-63), which was written soon after the team's visit to the college:

On its evaluation report released to the College on July 2006, the ACCJC accreditation team that visited the College detailed their notes and observations of the GCC assessment process as they viewed it first hand during their four-day site visit on the GCC campus. After a careful review of all the relevant findings from the Accreditors' report, it proves useful to group them together into six (6) topical issues for purposes of focused discussion. Put in another way, these issues are areas that should inform dialogue and discussion at the College in the next year and beyond, surely between now and the next site accreditation visit in the near future. These issues include the following:

- *communication and information dissemination;*
- *assessment as an inclusive process;*
- *curriculum as a dynamic product and process;*
- *diversity as a key factor in improvement;*
- *holistic approach to assessing student services; and*
- *assessment leadership and support.*

Communication and information dissemination

There were several places in the report where the College was taken to task because of the unevenness of communicating key elements of assessment to the wider campus community and beyond. The most basic example is the mission statement, which the team found, "is not being used universally in all publications and materials." They also found cases of inconsistency where the old and the new mission statements were

appearing in various materials (e.g., student catalog and website). It must be recalled that two years ago the Office of Assessment, Institutional Effectiveness and Research took the lead in publicizing the new mission statement through printed posters that were strategically placed all across the campus. Evidently, from the accreditors' perspective, this was not enough, and the College "should make a concerted effort" to embark on an information and education campaign that would reach all College constituents and members of the community as well. In this light, the Communications and Promotions office is well positioned to shoulder this responsibility for greater consistency and thoroughness in accomplishing this task.

There is a corollary recommendation that comes with this objective though. Under Standard 1 (Institutional Mission and Effectiveness), the team also suggested a thorough review of the goals that come along with the mission statement. In this regard, team members wrote that the College "needs to make renewed efforts to assure that goals and objectives are in line with those of the new mission statement," and that diversity must also be considered in this conversation. In other words, the currently existing six (6) goals that accompany the mission statement should also be revisited, insofar as their alignment with the new mission statement is concerned. This emphasis in the report essentially validates a similar discussion in the previous section of this report.

There may be voluminous assessment documents being produced by the Office of Assessment and Institutional Effectiveness (AIE), but are they being read and understood by GCC constituents? Put in another way, are assessment results, culled and distilled for the annually-written institutional reports, reaching their intended audience? The answer may be "no," for the accrediting team observed that "while the organization for assessment has been quite thorough, especially at the institutional level, at times the existence of reports or analyses of data has not been consistently communicated to the campus." It is apparent from the team's personal interviews with selected faculty and staff that "various people on the campus seem to not be aware of the existence of these reports, or are not aware that TracDat has become a powerful vehicle for accessing data and reports at the program or institutional level." It would seem then that AIE's online posting of annual assessment reports and other assessment documents has not accomplished its intended goal. More vigorous information dissemination of assessment results needs to be re-emphasized therefore in more formal, face-to-face means, like the fall convocation and the upcoming Professional Faculty Development Day, among important College events. The Assistant Director of the Communications and Promotions office can assist in this task through the finalization of a long-planned College newsletter, in the tradition of the now-defunct Chachalani in the early 2000s. Internal communication, it must be emphasized, should be given equal importance as external communication. When this effort is consistent and pervasive, there would be greater internal knowledge of assessment results generated within the GCC campus itself.

Update: The mission statement of 2005 underwent review in AY 2006-2007. The Standard 1 Self-Study Committee led the campus-wide effort to further the dialogue on this issue. As the College's electronic newsletter, the Chachalani has now been

regularized through its monthly publication by the Communications and Promotions Office since December 2007. This has served as a convenient channel through which highlights of assessment reports are disseminated campus wide. Likewise, the Office of Assessment, Institutional Effectiveness and Research has developed assessment report highlights in newsletter format to disseminate key findings of assessment studies to the campus community. A series of these Highlights [AIE Reports](#) included highlighted selected assessment findings and were included in faculty packets during the fall 2008 convocation. The public website and MyGCC have also become important sources of campus news for many college constituents.

Assessment as an inclusive process

Based on the report's findings, the team would have wanted to see greater inclusiveness in the College's assessment and governance processes. Because no students were made part of the Self-Study committees, the lack of a substantive role given to students in the accreditation process for instance was brought up repeatedly in the report. The Accreditors in fact concluded that "student involvement in many of the major plans and decision making efforts is very limited and in some cases nonexistent." Another severe shortcoming that was observed by the team was the lack of studies that focused on "researching concerns related to identifying and meeting the educational needs of students and the possible disproportionate impact of policies and practices on specific students." This observation was made in relation to the efficiency and effectiveness of student support services on campus.

Faculty input in assessing competency levels appropriate for various programs, as well as in facility planning, was also found by the team to be lacking. Furthermore, the team also wanted clarity as to the role of adjunct faculty in the whole assessment process. These issues need further thought and consideration by all College sectors involved so that proper remedial measures may be instituted as soon as it is feasible.

Update: See response to Major Recommendations #1 above. In the current participatory governance Faculty Senate structure, students have been given a voice, with student representatives participating in the Committee on College Assessment (CCA), the Resources, Planning and Facilities (RPF) Committee and the College Governing Council (CGC). The plan is for students to actively participate in providing feedback to the draft reports in 2011, the year when the Institutional Self Evaluation Report is due. This will also be the year prior to the campus site visit.

Regarding adjunct faculty participation in the assessment process, a faculty member worked on a small grant project (i.e., AVP SAGA) to integrate the meaningful participation of adjunct faculty in the development and revision of course guides in Adult Basic Education. This was accomplished through a day-long retreat and follow up activities that were spread out throughout the year.

Curriculum as a dynamic process and product

Under Standard 2, the finding that the College falls behind what is expected in course learning outcomes is highlighted in various places in the report. Examples of the team's evidence include randomly-reviewed course outlines that were undated or outdated, syllabi that do not match the course descriptions in the catalog, competency skills that were being substituted for student learning outcomes, among others. The issue of currency, as well as Advisory Committee input into curriculum revision, was raised alongside these concerns. The team wrote that "the College should adopt a systematic process of updating and revising curriculum to maintain currency..." Although courses and programs are continuously being reviewed throughout the year (as reflected in Table 15, Summary of Course/Program Changes for AY 2005-2006), the key term here is "systematic," as the accreditors view it; for this process to work, it must be led, coordinated and monitored by the respective Deans of the two existing schools at the College. Moreover, this must be tied concretely to the Individual Faculty Plan (IFP) through a provision that must be negotiated in the Faculty Union contract. Whatever form or substance this provision may eventually take, it must be well balanced between individual faculty rights and higher institutional interests that would promote sound assessment processes.

At the same time that the team observed the relatively slow progress in curriculum revision at the course level, it likewise noted "the limited number of courses that fulfill general education requirements in the humanities and fine arts," and suggested that the general education program be made more comprehensive in this respect. A campus-wide dialogue to consider adding classes to the general education curriculum is the team's recommendation to this effect.

Update: See Response to Major Recommendation #1 and #3 above.

Diversity as a key factor in improvement

Issues of diversity were raised constantly in the team's report, particularly on how students are impacted by these issues. After a review of voluminous documents, the team found that "the diversity of students is not clearly delineated in GCC's research documents or Self-Study." This conclusion stemmed from the team's observation that "the College has work to do to meet the varied educational needs of its students based on the diversity and demographics of its student body." In other words, the team was concerned about the differential means by which students have gone through "the institutional experience in terms of student access, progress, learning and success" without a real basis for determining the extent and quality of such a variability. Of considerable importance to this issue was the team's expressed concern that "the College's established approach to assessment may not lend itself to studying and researching concerns related to the educational needs of students and the disproportionate impact of policies and practices on specific students." The team's final conclusion was blunt and simple: "No clear evidence was found that specific learning support needs are researched or identified and that information then guides the development or improvement of services and programs."

It is apparent from this discussion that student outcomes data in terms of demographics, characteristics, needs, and other variables are severely needed as a useful guide to successful program implementation of various student services. Since the College has not systematically collected and analyzed student data through the years –though sporadically available--, no such documents existed for the accrediting team. What are available however are pieces of student data extracted from NIAS (the currently-existing student database system), if and when the need for such data arises¹⁰. For example, there is no regularized schedule for systematic data collection at the College nor is there an existing structure that manages data collection and analysis. Likewise, the team also concluded that the “data from the COMPASS instrument is not comprehensively used to inform the College about the academic needs of the students or to help in planning course offerings and scheduling of courses.” Ostensibly, the lack of an Institutional Researcher position at the College has been largely responsible for this shortcoming. What substantive impact has this brought to the way student needs are addressed at the College? How has this influenced the present assessment approach that the College has adopted? To what extent has the student services area been impacted by this shortcoming? This brings us to a corollary point, that of assessing student services, which is the subject of the next section of the report.

Update: In December 2006, the College hired a full-time Institutional Researcher under the Office of Assessment, Institutional Effectiveness and Research (AIER), which was renamed in 2010 to include “R” after AIE to encompass its research function. A few months thereafter, the College also instituted the BANNER integrated database system, which was part of the administration’s decision to achieve a Unified Digital Campus (UDC). Although the evaluation team report released to the College *did not* specifically suggest that the College be transformed into a UDC campus to gain accreditation points, the report’s implications, insofar as data collection and reporting were concerned, made it clear that an efficient, integrated data management tool would help sustain the College’s aim of maintaining its forward momentum in assessment and other equally-important learning-related processes. At the end of academic year 2008, two GCC Institutional Fact Books (2007, 2008) –with assistance from Banner’s reporting generation features capabilities --have been produced by the Assessment Office. The goal of the UDC towards seamless integration of information systems across campus is beginning to meaningfully guide the College in systematizing data collection and analysis. Most importantly, this has made it possible for the Institutional Researcher to focus on research-based topics (e.g., Gen Ed impact) that have developed into comprehensive studies. The AVP’s Office has also developed an incentive program (called AVP SAGA) to encourage departments or faculty members to engage in small research projects (see [APPENDIX O](#)) on specific topics identified in the team’s report. One faculty member in Counseling has taken on the COMPASS project to determine student needs in support services based on information routinely collected from them. Through these initiatives, the College is gradually building research capacity that has tremendous implications for a data-driven assessment process.

¹⁰ NIAS stands for National Integrated Administration System, the former student information database system implemented by the College. The BANNER integrated system’s student module was fully implemented on campus beginning June 2007, with the rest of the modules –Financial Aid, Procurement, Human Resources – following thereafter. The BANNER system, though not a perfect one, has assisted greatly in addressing institutional data needs for federal and ACCJC reporting requirements.

Holistic approach to assessing student services

It is apparent from the report that the level of student support services at the College needs to improve to fully meet the standards set by ACCJC. The report makes clear that in several instances, the College “cites the need to improve its marketing and recruitment efforts,” yet the team concluded that a “comprehensive effort to address outreach and recruitment efforts has not materialized.” Because of the lack of student data that is systematically-collected and analyzed on a regular basis, the report reiterates the urgency of such an effort. This is also probably the reason why the team found “not all departments have yet measured their effectiveness, either through quantitative or through qualitative measures.” The team’s last sentence in the Student Support services section of the report is very revealing: Coordination in the overall assessment and evaluation of student support services has yet to be established, with many different models being followed in the attempt to develop student learning outcomes. One implication becomes readily clear. Assessment in the student services area needs to be done in a holistic and integrative manner, with clearly articulated umbrella-like goals that should govern each and every component of the support services offered to students, so that a coherent model is established.

This brings home the point that the team emphasized in the report which contends that the way the assessment process at GCC has been set up does not lend itself easily to a research exploration of student data. Perhaps with an integrated assessment approach to student support services, there would be a more focused task in obtaining student outcome data that would be routinely explored to develop an agenda for improvement. The upcoming transition from the old student database system into the new portal --SCT Banner-- would facilitate this task even more.

Update: See Update in the section above.

Assessment leadership and support

The members of the Board of Trustees who sat through an interview with the visiting accreditation team were probably surprised when they were asked this simple question, “What is a student learning outcome?” Their answers probably did not impress the visiting team for the report stated that the “Board did not indicate strong knowledge of student learning outcomes and assessment, and its relationship to accreditation.” Yet, the team acceded that while they were not “conversant on the specifics of student learning outcomes,” they are nonetheless “committed and supportive of the work the College has begun. The president is fully aware and supportive of the effort, the report also added. Although there is top level support of the College-wide assessment process from the Board, the team also seemed to express disappointment about the Board’s ceremonial function vis-à-vis the accreditation process. The team’s Board observation was blunt, in this respect: The Board approved the accreditation Self-Study; however members of the Board did not seem to be well versed on the Commission standards and were not directly involved in the development of the study, other than the sign-off of the documents. Despite this conclusion, the team also commended the Board for its participation in the assessment of the members’ functional roles. The President and the

Board of Trustees, the report stated, discussed their assessment with the College and indicated that the process helped them in various ways.

In order to exert leadership, the team believes that Board training is essential. The need for more formal board development activities and training was a priority in the team's agenda for the Board. The team also recommended that, after the recently-revised manual is adopted by the Board, a regular review of board policies be started immediately in order to ensure currency and appropriateness of policies affecting the College and its constituents.

Update: See Response to Major Recommendation #4 above.

Update on Substantive Change

Since the last team visit in 2006, the college has received official approval from the ACCJC Substantive Change Committee for the following programs:

- (1) Certificate and AS Degree in Emergency Management on October 19, 2007
- (2) Certificate in Medium/Heavy Diesel Technology on May 15, 2009
- (3) Associate of Science in Surveying Technology on May 15, 2009

The ALO has also consulted numerous times with Dr. Susan Clifford, Chair of the ACCJC's Substantive Change Committee, for direction and guidance on the college's plans to re-institute archived programs without having to go through the substantive change process. This is a necessary step since the college wanted official ACCJC approval of re-instituted programs so that the US Department of Education is also informed about these decisions for federal grant award purposes (e.g. Pell grant). As a result of these consultations, the following programs have been re-instituted at the college without going through the substantive change process:

- (1) Two additional concentrations in the AS Criminal Justice program: Forensic Lab Technician and Forensic Computer Examiner on September 16, 2009
- (2) Certificate in Computer Aided Design and Drafting on April 15, 2010
- (3) AS in Pre-Architectural Drafting on April 15, 2010
- (4) AS in Civil Engineering Technology on October 2011

In addition, other programs that have been re-instituted were coursed through the regular internal curriculum approval process, either because they involved existing courses that were currently being offered (e.g. Pre-Nursing) or because they have just been recently archived (e.g. Food and Beverage Management, Travel).



STANDARD

1

Standard 1: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

IA1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The vision, mission and goal statements of the College serve as the driving force for the implementation of programs that prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education.

The College's mission statement reads as follows:

“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” (Board of Trustees Policy 100).¹¹

This mission drives institutional planning and decision making, defines the student population, and emphasizes the college's commitment to providing the highest quality of education and job training in Micronesia.

The core mission of the College is education of its diverse student population, which primarily encompasses three major groups: Chamorro, Filipino and Micronesian. In order to promote improvements in student learning, the College has focused on establishing student learning programs and services that are aligned with its vision:

GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post-secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees and the community at large (Board of Trustees Policy 100).

¹¹ [Mission Statement](#)

This vision guides the development of the strategic goal initiatives and guides the execution of the mission statement.

Since the last accreditation team visit in 2006, discussions have centered on the relevance of the mission to student learning and have resulted in amendments and adoptions. The mission was amended and adopted on September 5, 2008 (Resolution: 12-2008; reexamined and adopted on January 25, 2007 (Resolution 1-2007) and initially adopted on February 9, 2005 (Resolution: 3-2005).¹² The College's current mission statement is the result of a review process that began among stakeholders in January 2009. After discussion and consultation with faculty, staff, administrators and students, the current mission statement was developed and adopted by the Board of Trustees on March 11, 2009 (Resolution: 17-2009).¹³ A further amendment and adoption occurred on May 5, 2011 in relation to the translation of the mission statement in Chamorro, the indigenous language of Guam.

The mission statement serves as the foundation on which the College's Institutional Strategic Master Plan (ISMP) 2009-2014 was developed, further demonstrating the importance of the mission to choices and decisions made by the College. The primary purpose of the ISMP is to serve as a guide to action. It is a strategic plan intended to illustrate long-term goals and initiatives enabling the College to realize its vision. As a public document, it also serves to communicate the College's long-term vision and plan not only to its faculty, staff, administrators and students, but also to the community at large.¹⁴

The College's commitment to its mission is further demonstrated by its efforts to produce and support student learning by developing Student Learning Outcomes (SLOs) at the course, program and institutional level. In AY 2006-07, members of the then Curriculum Committee, now Learning Outcomes Committee (LOC), used Cabrillo's College Student Learning Outcomes and Instructional Planning Guide as an example to help design GCC's first SLO Writing Workbook. This first SLO booklet provided a visual comparison for the faculty by calling attention to glaring discrepancies not only between departments and programs, but also between sections of the same course. In addition, all postsecondary faculty were required to develop and incorporate SLOs in their syllabi beginning in summer 2008. These SLOs describe the 3-5 central goals that students will have attained upon successful completion of a course. In the 2011-2012 Catalog, program SLOs describe the broadest goals for the program, particularly those that require higher-level thinking. They require students to synthesize many discrete skills or areas of content. SLOs also ask students to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work. These SLOs are defined in the context of the College's mission, population and programs, and convey the values of higher education. Most importantly, these SLOs are evaluated or assessed periodically so that accountability and improvement remain the hallmarks of a good program.¹⁵

¹² Board of Trustees, [Policy 100](#), March 2009

¹³ [9th Annual Institutional Assessment Report](#), p. 6

¹⁴ [Institutional Strategic Master Plan](#), December 2008, p. 7

¹⁵ [SLO & Curriculum Mapping Booklet](#), Fall 2011

Self Evaluation

The mission statement defines the major purposes critical to the College that relate directly to its intended student population. Discussions have taken place regarding the relevance of the mission statement to student learning, as was the case in relation to the amendments and adoptions that were made in 2005, 2007, 2008 and 2009. In the case of the current mission statement, the Standard I Committee initiated the discussion of the mission, which created an environment for dialogue within the College community. A February 22, 2009 email to faculty from the Standard I Chair outlines the draft mission statement and calls for feedback and comments.¹⁶ Faculty, staff, students and administrators, for the most part, actively participated in this exercise. On March 5, 2009 the Academic Vice President (AVP) recommended that the BOT endorse and adopt the new mission statement.¹⁷

The mission statement reflects the intended student population, which encompasses a diverse ethnic body. Fact Book Vol. 4 (2010) breaks down the student population by ethnicity, revealing that 1,126 (598 females and 527 males) are Chamorro, and 676 (391 females and 284 males) are Filipino. An enrollment count for AY 2009-2010 (Fa, Sp, & Su) reveals that the Micronesian population, made up of Chuukese, Kosraean, Marshallese, Palauan, Yapese and Pohnpeian, is represented by 332 students out of a total of 3,193 students. Figures from AY 2008-2009 (Fa, Sp, & Su) reveal that the Micronesian population was represented by 223 students out of a total of 2,643 students.¹⁸ The mission statement also remains committed to career and technical education and workforce training by identifying broad educational purposes that define the types of programs and courses offered by the College.

These purposes are consistent with those of other community colleges in the region, which also include career and technical education, workforce development, job skills, soft skills, English for non-native speakers, adult basic education, general education development, adult high school program and civic engagement components as well. These programs also prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education, and respond directly to the needs of the community.

Due to the impending military build up on the island, the community is looking at the College as the primary workforce development training provider. The College is positioned to be able to prepare a majority of the local workforce for what is estimated to be the most dynamic period of economic and social change for the island since the boom years of the 1970s. The change is predicated by the impending transfer of Marine personnel to Guam from Okinawa. The United States is upgrading and expanding its military facilities and infrastructure on Guam in anticipation of the move. Associated with this period of planned investment, the island's population is expected to increase by at least 30,000. This estimated number does not include immigrants from the Freely Associated States of Micronesia and the Commonwealth of the Northern Marianas. In addition, the island expects more than 18,000 H-2 workers to be brought to Guam to help facilitate planned upgrades and construction projects for defense installations.

¹⁶ Email "[Mission Statement Resolution Draft](#)" from Standard I Chair to Faculty, 22 February 2009.

¹⁷ [AVP. Memo "Request for Board Approval of New Mission Statement" to Chair BOT. 5 March 2009.](#)

¹⁸ Enrollment Count. [AY 2008-2009](#); [AY 2009-2010](#).

The College is presently experiencing one of its largest and most dynamic periods of enrollment in direct correlation to the anticipated exponential economic growth and social change that will accompany the buildup. Enrollment in the College's 20 associate degree and 17 certificate programs for fall 2011 was at a record high of 2,556 students. This number is reflective of the fairly steady enrollment at the College for the past four years. In just the past two years, however, there has been a 26 percent increase in enrollment, indicating that more people are turning to the College for the education and training they will need to compete for the careers that will sustain them beyond the build up period.¹⁹

The College also serves over 2,000 students in the career and technical education (CTE) programs in the island's five public high schools through a Memorandum of Agreement with the Guam Department of Education (GDOE). The College's Apprenticeship Training program has 354 active participants working for 45 different local employers.²⁰

Why do students come to GCC? The top five factors that influence GCC credit students to attend the College are: (1) a particular program of study, (2) cost of attendance, (3) availability of financial aid or scholarships, (4) variety of courses offered, and (5) the academic reputation of the College.²¹

The College has taken an active role in promoting the importance of SLOs to its students, faculty, staff and administrators. In August 2010 the SLO & Curriculum Mapping Booklet was published to guide faculty in helping students achieve articulated course outcomes.²² This booklet is an updated and expanded version of the SLO Booklet first published in spring 2009. Several faculty took the dialogue to a higher level by seeking feedback from their respective advisory committees, students, and adjunct faculty. Hence, many of the originally written course SLOs were revisited and refined. This booklet lists the course level SLOs extracted from the catalog and syllabi submitted during summer 2009, fall 2009, and spring 2010, in addition to all the approved SLO maps at the course and program-level. As of fall 2011, the College has reached 100% in terms of the articulation of program level and course level SLOs.²³

The SLO Map template was also revised to replace the 28 General Education Outcomes with five Institutional Learning Outcomes (ILOs) that were approved in December 2009. It is the College's goal that every administrative unit, student services unit, and academic department must map to the ILOs.²⁴ The General Education Committee conducted a presentation on the newly developed ILOs to all employees at the Professional Development Day on February 15, 2010. The committee members gave specific examples of how particular course level SLOs link to the ILOs.

Since its initial campus wide implementation in fall 2004, **TracDat**, the assessment data management software which records assessment activities and outcomes, has allowed the

¹⁹ [Fact Book AY2010-2011, Volume 5, p.10](#)

²⁰ [BOT Report January – June 2010, p. 1](#)

²¹ [2010 Faces of the Future, Spring 2010](#), p. 49.

²² [SLO & Curriculum Mapping Booklet](#). Updated Fall 2011.

²³ [Tenth Annual Assessment Report](#), 2009-2010, p. 13

²⁴ Postrozny, Marsha. [Foreword](#): SLO & Curriculum Mapping Booklet. Updated August 2010.

College to implement an embedded assessment system. This process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round.²⁵ This assessment software has allowed the College to learn more about its students. The data gathered provides the baseline for dialogue and improvement at the institutional and program level. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.

Furthermore, the College has been able to collect data in relation to the needs of its student population from *The Faces of the Future Survey*, an annually conducted survey at the college, as developed by the American Association of Community Colleges (AACC) and American College Testing (ACT), Inc. AY 2009-2010 was the fourth year that the College has administered this survey. Previous surveys were administered in fall 2002, fall 2005, and fall 2007.²⁶ *The Faces of the Future Survey* produces data that gives the institution information on the socio-demographic profile of credit and non-credit students and their current college experience. The spring 2010 survey results revealed that both credit and non-credit students reported that their experience at GCC contributed to their growth by increasing their academic competence and improving their self-confidence.²⁷ The results provide the College with data that allows it to determine if it is addressing the needs of its student population. It also provides useful information that enables the College to make informed decisions when planning for programs and services and allocating resources to address the needs and concerns of students.

In addition, the College works in close collaboration with faculty and members of Advisory committees, to embark on an ongoing and continuous institutional effort to revise and update its curriculum documents so that they remain responsive to industry and community needs through well-articulated students learning outcomes.²⁸

Actionable Improvement Plans

None

IA2. The mission statement is approved by the governing board and published.

Descriptive Summary

BOT Policy 100 mandates the institution to review its mission statement annually. A review of the Board minutes dated February 9, 2011 reveals that the current mission statement was reviewed and approved to remain as is, per the recommendation of the College Governing

²⁵ Somera, Ray. "[Guam Community College Depends on TracDat for a Rich Harvest of Evidence for Accountability and Improvement.](#)" Nuventive.

²⁶ [Faces of the Future: Fourth Survey Report](#) of GCC Students AY 2009-2010. Spring 2010.

²⁷ [Faces of the Future: Fourth Survey Report](#) of GCC Students AY 2009-2010. Spring 2010.

²⁸ College Catalog 2010-2011, p. 64.

Council (CGC) to the President.²⁹ The current mission statement was previously approved and ratified by the Board of Trustees (BOT Resolution 17-2009) on March 11, 2009.³⁰ On May 5, 2011, it was further amended to allow for the inclusion of the Chamorro translation of the mission statement.

The previous mission statement effective since 2005³¹:

“Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-pacific Rim. We provide education and career-technical training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, career-technical, technological, academic, and continuing education reflective of our community and industry needs.”

was replaced by the current 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.” (Board of Trustees Policy 100)

The Chamorro translation reads as follows:

Sinangnan Mision

*“I mission I Kulehon Kumunidat Guahan, guiya I ge’ hilo’ I fina ‘fina’ che’ cho’ siha yan I kinahulo’ I mamafafa’ che’ cho’ ya guaguaha nu I manakhilo’ yan manmoalek na tiningo’ yan fina’na’ guen cho’cho’ siha gi iya Maikronisha.”*³²

Self Evaluation

As stated earlier, the College’s current mission statement was reviewed and approved by the BOT to remain as is.³³ This decision was made after the dialogue led by the Standard 1 Self-Study Committee with the Faculty Senate, CGC, faculty, staff and administrators revealed that the current mission statement supported the College’s broad educational objectives and intended student population.³⁴

BOT meeting minutes reveal that a request was sent by the AVP to the chair of the BOT for approval of the current mission statement. The AVP’s “Request for Board Approval of New Mission Statement” provides evidence that widespread consultations took place among key sectors of the College community over a period of several months.³⁵ This robust campus

²⁹ [CGC Recommendation](#)

³⁰ [Policy 100](#), BOT Resolution 17-2009.

³¹ Board of Trustees, [Policy 100](#), March 2009.

³² BOT Minutes, [May 5, 2011](#)

³³ BOT Board Minutes. [9 February 2011](#).

³⁴ Chair Standard 1. Email [“Recommendation to Keep Current Mission Statement”](#) to AVP. December 2010.

³⁵ AVP. Memo [“Request for Board Approval of New Mission Statement”](#) to President, 5 March 2009.

dialogue was led by the Standard I Self-Study Committee which led to the current mission statement being developed and adopted by the Board of Trustees on March 11, 2009 (Resolution: 17-2009).

A review of printed and web documents reveal that the mission statement has been highlighted in various College publications such as the College Catalog, Fact Book Vol. 1 - 5, Annual Institutional Assessment Reports, the College e-newsletter called *Chachalani*, College Annual Reports, the College website (www.guamcc.edu) and on posters strategically posted throughout the College. Since mid-March of 2009, the BOT as well as the Faculty Senate and Foundation Board members established a custom to recite the mission statement at the beginning of each of their meetings.

In response to Guam Governor Edward Baza Calvo's 2011 State of the Island address in which he called for a revival of ethnic and cultural identity, the Standard I/Self Study Committee sent an email memo to the AVP on April 5, 2011 recommending that the Chamorro translation of the mission statement be reflected in all College publications including the GCC Homepage, MyGCC, and be publicized internally, as well as externally in the wider community.³⁶

Actionable Improvement Plans

None

IA3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

BOT Policy 100 mandates the College to review its mission statement annually for relevance and effectiveness. The most recent approval of the mission statement by the BOT on February 9, 2011 was the final step in the review process by the College's participatory governance. Previously, the Standard 1 Committee reviewed the mission statement and gave feedback and recommendations to the College Governing Council (CGC). The CGC involved the Faculty Senate in this process. CGC disseminated the mission statement to the College community for feedback and also sent a copy to the President's management team for comments. The CGC was responsible for reviewing and incorporating recommendations, finalizing the mission statement, and then forwarding the mission statement to the BOT for review and approval via the President.

The development of the current mission statement was, in fact, the result of a process begun among stakeholders in January 2009 in which the college's mission was revisited. The review of the mission statement involved several months of continued discussions where faculty and staff input was solicited via the College website and emails.³⁷ Responses were received and reviewed and discussed through Internet discussion groups mainly led by the

³⁶ Standard 1 Chair, Email "[Chamorro Version of Mission Statement](#)" to AVP, 5 April 2011.

³⁷ [Emails between Standard 1 Chair, AVP and faculty. February 2009.](#)

Standard 1 Chair, the Self-Study coordinator and the AVP. After a number of drafts were presented for the College community's review, a shorter and more concise version of the mission statement took shape.

The task of ensuring the effectiveness of the process through which the mission statement is developed, approved and communicated, is assigned to the Standard 1 Committee, one of the four committees formed to conduct a comprehensive self-study process on each of the four standards. As a standing committee under the College Governing Council, the Standard 1 Committee focuses on Institutional Mission and Effectiveness, and plays a key role in ensuring that the way the mission statement is developed, approved and communicated to all stakeholders is thorough. This committee meets bi-weekly to discuss issues pertaining to the mission statement and is responsible for producing a self-study report that examines the effectiveness of the mission in relation to all areas of the College community.³⁸ This committee reports back to the Steering Committee, which consists of committee chairpersons and the ALO. Results and recommendations from this committee are incorporated into the ISMP for action and implementation. The process of the mission statement review is but one concrete example of the works of this committee.

Self Evaluation

The amendments made in relation to the College's mission statement have been driven by the necessity to use the College's participatory governance to guide the process. At the forefront of this process has been the Faculty Senate, whose mission is to serve as an inclusive forum for all College stakeholders to participate in the process of developing and recommending effective policies to the administration for the College to benefit our students and the community we serve.³⁹

Since the last team visit in 2006, the mission statement has been amended two times: (January 2007 and September 2008). On March 11, 2009 a new mission statement was approved.⁴⁰ More recently, in 2011, the Standard 1 Self-Study Committee initiated a review of the mission statement. On January 28, 2011, the CGC recommended to keep the mission statement as approved by the Faculty Senate.⁴¹ According to the CCG By-Laws, the voting membership consists of three administrators appointed by the President, three faculty senators, two staff members appointed by the staff union chair, and one representative of the student body, appointed by the Council on Postsecondary Student Affairs (COPSA). After being approved by the CGC, the President brought the mission statement to the BOT for approval. Membership of the BOT consists of six individuals who are appointed by the Governor of Guam with the advice and consent of the legislature, and represent the various sectors of the wider community. One member is elected by the student body to represent the students. Faculty and support staff each have an advisory member.⁴² On February 9, 2011 the BOT reviewed and approved the current mission.⁴³

³⁸ [Standard 1 Committee, Annual Report, April 2011.](#)

³⁹ [Faculty Senate Mission Statement. MyGCC](#)

⁴⁰ Board of Trustees, [Policy 100](#), March 2009.

⁴¹ [College Governing Council Minutes, 28 January 2011.](#)

⁴² [Board of Trustees Bylaws](#)

⁴³ Board of Trustees Minutes, [9 February 2011.](#)

The current mission statement reflects the College's commitment to its educational objectives and to student learning as well as fulfills the three dimensions of a mission statement - broad educational purpose, intended student population, and commitment to achieving student learning. Through representation at various levels, the College's stakeholders are involved in the process of drafting, reviewing, and approving the mission statement before it is adopted. Though limited to a certain extent, the involvement of students in this process is a critical factor to be noted as well as the need for the vision and goals associated with the mission to be periodically reviewed.

Based on the specific instances in 2007, 2008 and 2009 in which the mission statement has been amended and updated, it appears that the desire to ensure relevance and purpose as well as to reflect the ever-changing needs of the community has been the driving force behind changes to the statement. The adoption of a new mission statement in 2009 was prompted from a dialogue among stakeholders about crafting a less cumbersome statement. Changes to the statement were also prompted by the self-study report submitted by the Standard 1 Committee, which reviewed the mission statement and its effectiveness in relation to key areas of the College. Recommendations coming out of this committee were discussed at the Steering Committee meetings and then forwarded to the CGC for further discussion and dissemination to the College community. These types of discussions among faculty, committees, administration, staff and students have prompted changes to the mission statement.

Actionable Improvement Plans

None

IA4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

Through a facilitated process of guided discussions with faculty, staff, and administrators at the College, the 2009-2014 Institutional Strategic Master Plan (ISMP) was developed to serve as a guide to action.⁴⁴ The mission statement served as the foundation on which the ISMP was developed.

Approved by the Board of Trustees on December 4, 2008, the ISMP identifies four goal initiatives: Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning. It is a strategic plan intended to illustrate long-term goals and initiatives enabling the College to realize its vision.⁴⁵

This vision prescribes four major ongoing strategic goal initiatives the plan is designed to address:

1. To lead workforce development on Guam as an example to Micronesia. It is best suited to do so because as an institution, it is the most knowledgeable, has a proven

⁴⁴ [Institutional Strategic Master Plan. Matrix, 2009-2014](#), 21 February 2011.

⁴⁵ [Institutional Strategic Master Plan 2009-2014, p. 19](#)

- performance record, and the greatest ability to acquire necessary resources.
(Pioneering)
2. To continue to improve upon its reputation and performance as the premier secondary and postsecondary institution available to the community of Guam. (Educational Excellence)
 3. To be judged successful because of the educational services it provides students, the services it provides employers, and the assistance it provides to the community with regard to improving the quality of Guam's workforce. (Community Interaction)
 4. To maintain success by establishing an institutional planning discipline that is dynamic and responsive to the community and the workforce development needs of Guam. (Dedicated Planning).

This master plan lays out the College's strategic initiatives and proposes strong commitment in three areas: students, community, and employers. These areas are to be provided with practical job skills, academic know-how involving advanced technology, opportunities to pursue advanced education, and soft skills that are ethnically and culturally based. The ISMP proposes a workforce development plan that is intended to be a dynamic plan that guides the coordination of all career and technical training programs currently funded by local and federal resources.⁴⁶

The College's strategic planning process demonstrates how central the mission statement is to the choices and decisions of the College. First and foremost is the delivery of quality career and technical education services as well as basic educational services to its students. Second is the College's assistance to the local business community by providing a steady pool of skilled employees as well as providing additional training services to employers. Third is the College's role in the community as a leader in workforce development. In addition to the ISMP, all department and unit plans are expected to reflect the College's mission statement.

Self Evaluation

The ISMP 2009-2014 illustrates how the College's planning and decision-making process is aligned with the current mission statement. Board approval for the ISMP was sought on November 10, 2008 and granted on December 4, 2008.⁴⁷ In its broadest sense, the ISMP addresses three overriding issues: the need to refocus the College's efforts so that it clearly meets career and technical needs as well as the basic educational requirements of the local workforce; the need to implement the new and more rigorous accreditation requirements of WASC so that the effectiveness of the institution as well as its resource allocations can be directly linked to student learning outcomes; and the need to improve ongoing planning and evaluation processes so that the College can better evaluate its progress in attaining its vision.

⁴⁶ [Institutional Strategic Master Plan 2009-2014, p. 10](#)

⁴⁷ AVP Memo: "[Board Approval for ISMP](#)" to President. 10 November 2008.

Specific tasks outlined in the ISMP update as of February 21, 2011 are as follows:

- coordinate the development of an employer needs assessment focused on training and educational services
- develop a program to partner with private workforce training providers
- maintain accreditation and enhance student enrichment programs
- link program effectiveness and resource allocation to student learning outcomes
- develop a marketing plan which helps to enhance the College's brand identity
- increase enrollment and improve student retention
- create a dedicated planning taskforce to develop a measurement orientation program
- utilize the existing two-year assessment planning cycle as springboard for aligning timelines and tasks⁴⁸

One area that the ISMP calls attention to relates directly to the impending military build up and the need to create and expand programs that will meet the workforce demands and the needs of the intended student population, the community and the Micronesian region. The ISMP further outlines specific programs and activities that assist the College in meeting its mission to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia. This reinforcement of the mission statement's relevance and significance in all documentation of the College's planning and decision-making processes is a key component that will determine the success of the ISMP 2009-2014.

The ISMP has also helped to establish a timeline for Continuing Education to develop a program to offer training services tailored to specific needs of employers, helping to fulfill a commitment to the community to offer leadership in the development of local workforce skills.⁴⁹ These are to be accomplished in three ways. First, the development of an island-wide career and technical training needs assessment has been identified as a component of the Plan. Second, the ISMP calls for the College's involvement in facilitating the creation of an island-wide workforce development plan based upon the findings of the needs assessment. Partnerships with private training contractors will be established with the goal of facilitating the transfer of sustainable technologies to offer training to the community well after the coming buildup is completed and contractors leave the island. Finally, the ISMP provides guidance on how the College will reach out to the community, offering student enrichment services and better informing students and employers of the opportunities and services available at the College.

Actionable Improvement Plans

None

⁴⁸ [ISMP 2009-2014 Matrix](#). 21 February 2011.

⁴⁹ [Midterm Report, 2009](#), p. 14

1B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measure that learning, assess how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Since the last team visit in 2006, the College has made additional efforts to foster an environment that allows for dialogue to take place openly and among as many parties as necessary. Dialogue related to student learning and institutional effectiveness has occurred at all levels of the College community from the Faculty Senate and the College Governing Council (CGC), as well as within such committees as the Calendar; Resources, Planning and Facilities; Faculty Job Specification/Evaluation; College Technology; Learning Outcomes; Promotions; Professional Development Review; College Assessment; and Self Study Standard Committees 1, 2, 3, and 4. The Faculty Senate represents the faculty of the College in academic and professional matters and the CGC serves to provide broad participation by faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. The Council also serves as a conduit to this process by facilitating dialogue where issues are clarified between the Council and relevant constituencies. Committees at the College are composed of constituency representatives and consider matters pertaining to a designated charge or subject.⁵⁰

The major pieces of campus dialogue that have taken place during the period 2006-2011 revolve around the following areas: the mission statement, general education requirements, Institutional Learning Outcomes (ILOs) and use of assessment results. Dialogue related to the mission statement has been previously discussed in A3.

The effectiveness of dialogue at the College can be seen based on the improvements made, for example, by the General Education Committee, now a component of the Learning Outcomes Committee, in relation to the 28 general education outcomes. Dialogue related to student learning initially occurred within the General Education Committee in relation to the 28 general education outcomes. In 2009, this committee reviewed these 28 outcomes and proposed the adoption of five ILOs in lieu of the 28 general education outcomes. The ILOs were developed as a task of the General Education Committee during the 2008-2009 academic year with input from faculty, the Faculty Senate, the College Governing Council (CGC), and the Board. December 2009 marked the formal adoption of GCC's Institutional

⁵⁰ [Article VII Participatory Governance](#), p. 24.

Learning Outcomes, also known as ILOs.⁵¹ The ILOs were recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees on December 2, 2009.⁵²

In relation to the general education requirements, the General Education Committee, now a component of the Learning Outcomes Committee (LOC), drafted in spring 2010 a proposal for Gen Ed requirements, which led to all associate degree programs having specific Gen Ed requirements. This was a direct result of the recommendation from ACCJC (in the 2006 Evaluation Report) to further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for a greater breadth of understanding of the major areas of knowledge, including humanities and fine arts. Effective fall 2010, the general education requirements for newly declared students are divided into six categories—*English Composition, Mathematics, Natural & Physical Sciences, Social & Behavioral Sciences, Computer Literacy, and Humanities & Fine Arts*. The existing general education requirements include courses from five of these categories; however, the courses under *Humanities & Fine Arts* are a new requirement. The changes also provide more course options for students to take under the *English Composition, Mathematics, Natural & Physical Sciences, and Social & Behavioral Sciences* categories.⁵³

Dialogue related to use of assessment results has been primarily initiated by the Office of Assessment, Institutional Effectiveness, and Research (AIER). In April 2009, AIER created a universal username and password for all GCC personnel (including adjunct faculty) to access TracDat. TracDat data documents the patterns of assessment activities that have begun to emerge after several years of campus-wide implementation. What patterns of use are apparent in assessment measures utilized by various instructional programs, student services and administrative units? What kinds of linkages are seen between SLOs and division goals? How are these linkages played out between program outcomes and institutional goals? Which ACCJC standards do programs use more frequently as they relate their outcomes to accreditation goals? These and other similar questions frame the substantive discussion surrounding the data harvested from TracDat. Since the use of TracDat has been an assessment requirement at the college since fall 2004, the database has, to some extent, attained a certain population density and richness. Though a lot still needs to be done to attain full and assured utility of the database for comprehensive reporting purposes, TracDat as it exists now can be used to extract general patterns of assessment activities that provide a broad picture of its functionality and use by GCC assessment authors. This feature has enabled all College personnel to run various assessment reports as well as view and print curriculum documents. For example, the Human Resources Office benefits by being able to access curriculum documents to help prepare adjunct contracts. Full time and adjunct faculty can also view and print the most current program and course curriculum at will.⁵⁴

One key instrument that has been used on campus is the Institutional Effectiveness Survey. This survey gauges the respondent's level of knowledge about the institution and awareness

⁵¹ [General Education Committee Annual Report](#), December 2009.

⁵² [Board of Trustees Minutes. 2 December 2009.](#)

⁵³ [Faces of the Future: Fourth Survey Report of GCC Students AY 2009-2010](#), Spring 2010, p. 25

⁵⁴ [AIE Announcement, April 2009.](#)

of the College's efforts to achieve institutional effectiveness as required by ACCJC's Standard IB. The survey instrument is broken down into four parts: Part A captures demographic information; Part B captures information about the respondent's level of knowledge about the institution prior to answering the questions in C; Part C captures information about the respondent's level of knowledge on the 19 elements of institutional effectiveness statements; and Part D captures the respondent's level of knowledge about the institution after he or she has completed Part C.

Self Evaluation

One of the most positive results brought about by the continued dialogue about student learning has been the change made in relation to the ILOs. Two administrators provided information and training on ILOs after their attendance at a WASC Level II retreat. The Gen Ed Committee researched other ILOs from other community colleges and discussed the purpose of the ILOs. Emphasis on ILOs and outcomes-based assessment has helped transform the College into a more learning-centered institution. The draft of the new ILOs were sent to faculty and the CGC, departments and programs, as well as to students through the Council on Post-Secondary Student Affairs (COPSA). Feedback was also solicited from the campus community via the website, as the draft was posted on MyGCC.

At the beginning of the 2009-2010 school year, the General Education Committee met and discussed the feedback and made verbiage changes to the ILOs. The ILOs were adopted by the committee and sent to the Faculty Senate for review and action. The Faculty Senate met on October 20, 2009 and recommended that the ILOs be sent to the CGC without change. This recommendation ensured that ILOs are directly connected to the mission and programs of the college and that they have been integrated into the operation of the college. On November 4, 2009, the President's office received a memo from the CGC stating that the Faculty Senate had transmitted the ILOs to the Council. The CGC met on October 30, 2009 to discuss the ILOs and after making a few more changes, approved the ILOs and recommended they be adopted by the College.⁵⁵ The ILOs were presented by members of the General Education Committee on Professional Development Day on February 15, 2010. The 28 general education outcomes were henceforth replaced with the following ILOs⁵⁶:

In keeping with our mission that Guam Community College be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, the College community has established the following Institutional Learning Outcomes:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology.

⁵⁵ CGC. Memo: "[Institutional Learning Outcomes](#)" to President, 4 November 2009.

⁵⁶ [General Education Committee Annual Report, May 2010](#).

Ability to access, assimilate and use information ethically and legally.

Mastery of critical thinking and problem-solving techniques.

Collaborative skills that develop professionalism, integrity, respect, and fairness.

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

These ILOs represent the knowledge, skills/abilities, and values students should develop and acquire as a result of their overall experiences with any aspect of the College. Whereas the previous 28 general education outcomes were primarily linked to degree programs and were primarily written as course level SLOs, the ILOs link to all divisions, departments, units, and programs at the College regardless of whether they are directly (academic) or indirectly (non-academic) involved with students.

In relation to the general education requirements, a memo titled “General Education Requirements” dated June 4, 2010 to the AVP from the Faculty Senate President states, “This past Spring semester the Gen Ed committee transmitted recommendations for General Education requirements in response to a recommendation from the ACCJC visiting team in 2006.”⁵⁷ In a memo dated June 21, 2010 titled “New General Education Options for Students Beginning Fall 2010”, the AVP informed the entire college community that new general education course options are now available. The memo states that the General Education Committee added a section on humanities and fine arts and expanded and revised the other sections.⁵⁸ The memo states that the Faculty Senate subsequently sent the recommendations to the campus community for review and input. The Faculty Senate then conducted its own research and discussed the input received by the College community. In addition, the expansion of the general education curriculum has led to students now being encouraged to pursue “career paths” which combine technical and educational choices with general education attainment.

The following list is the final version of the general education requirements for Associate of Science degree programs, as recommended by the Faculty Senate:

⁵⁷ Memo: [“General Education requirements” From Faculty Senate President to AVP](#), 4 June 2010.

⁵⁸ AVP. Memo: [“New General Education Requirements for Students Beginning Fall 2010”](#) to all Faculty, 21 June 2010.

REVISED GENERAL EDUCATION REQUIREMENTS

1. English Composition: (3 credits from the following list)

- EN110 – Freshman English (3)
- EN111 – Writing for Research (3)

2. Mathematics: (3 credits from the following list)

- MA110A – Finite Mathematics (3)
- MA161A – College Algebra/Technical Mathematics (3)
- MA161B – College Algebra & Trigonometry (3)

3. Natural & Physical Sciences: (4 credits from the following list)

- SI103 – Introduction to Marine Biology (4)
- SI110 – Environmental Biology (4)
- SI130 – Anatomy & Physiology (4)
- SI141 – Applied Physics I (4)

4. Social & Behavioral Sciences: (3 credits from the following list)

- SO130 – Introduction to Sociology (3)
- PY120 – General Psychology (3)
- PY125 – Interpersonal Relations (3)
- PY100 – Personal Adjustment (3)
- HI121 – History of World Civilization I (3)
- HI122 – History of World Civilization II (3)

5. Computer Literacy: (3 credits from the following list)

- CS151 – Windows Applications (3)
- CS152 – Macintosh Applications (3)

6. Humanities and Fine Arts: (3-4 credits from the following list)

- ASL100 – American Sign Language I (4)
- ASL110 – American Sign Language II (4)
- CH110 – Chamorro I (3)
- CH111 – Chamorro II (3)
- JA110 – Beginning Japanese I (4)
- JA111 – Beginning Japanese II (4)
- EN210 – Introduction to Literature (3)
- HU120 – Pacific Cultures (3)
- HU220 – Guam Cultures & Legends (3)
- PI101 – Introduction to Philosophy (3)
- TH101 – Introduction to the Theater (3)
- VC101 – Introduction to Visual Communication (3)

TOTAL GENERAL EDUCATION REQUIREMENTS: 19-20 Credits

Data collected from surveys continue to play an integral role in institutional planning and decision-making. The Institutional Effectiveness Survey Report has played a key role in providing feedback in relation to the effectiveness of how the mission statement is developed, approved and communicated. It has also provided valuable information about student learning and has been important to better understanding institutional effectiveness. The August 2010 report summarizes the results of the Institutional Effectiveness Survey administered by AIER to members of the Board of Trustees and Foundation Board, administrators, full-time faculty (postsecondary and secondary) and staff. Respondents to the Institutional Effectiveness Survey indicate the belief that the College uses ongoing and systematic evaluation and planning to refine its key processes. They also agree that there is a consistency between institutional mission, goals, planning and action and that the processes for implementation and revision of the curriculum are clearly understood by faculty. Furthermore, there is agreement that, with the new College administration, changes to the institutional process and policies are guided by dialogue and that the GCC planning processes offer opportunities for input by appropriate constituencies.⁵⁹

The Faculty Senate has also played an important role in fostering dialogue aimed at improving its efforts to address student needs and the effectiveness of the institution. Another survey that provides feedback on the participatory governance process is summarized in the Effectiveness Survey Report of the GCC Faculty Senate of March 2007. Three surveys (general membership survey, leadership survey, and faculty survey) were utilized to determine the implementation progress of the GCC Faculty Senate. Membership profile and information, as well as perceptions of participatory governance processes, were compiled both quantitatively and qualitatively and then analyzed for general trends and patterns.⁶⁰ The findings from these surveys continue to provide valuable data that is used to improve institutional effectiveness and improve student learning outcomes.

Dialogue has also taken place in relation to college and advisory committees. In order for programs to meet the expectations of industry, dialogue between industry members and program faculty is critical. In fall 2009, eight of the ten departments required to submit advisory committee minutes to AIER completed this task (80 percent). In spring 2010, nine departments submitted their advisory committee minutes for review (90 percent).⁶¹ Since these minutes are critical in the improvement of curriculum, the department chairs and the deans need to ensure that compliance is effectively monitored.

In the current participatory governance structure, students have also been given a voice, with student representatives participating in the Committee on College Assessment (CCA) and the College Governing Council (CGC). Also, the web-based portal system provides students with their own personal email account and the ability to register for courses online.

AIER has also played a key role in its efforts to dialogue with the College community about the assessment process and research findings. AIER held “Let’s Talk Sessions” from January 18 to April 27, 2011, on the following subjects:

⁵⁹ [Institutional Effectiveness Survey Report](#), August 2010, p. 9

⁶⁰ [Effectiveness Survey Report of the GCC Faculty Senate](#), Executive Summary I, March 2007.

⁶¹ [10th Annual Assessment Institutional Report 2009-2010](#), p. 14.

- GCC AIER Research Participation & Data Request Guidelines
- It Can Be Done: Course level Assessment
- What Can We Do to Help Our Students Succeed
- IDEA Student Ratings of Instructor Survey Feedback
- Using Data to Drive Decision-Making
- Fact Book Highlights⁶²

Sessions were open to all members of the College community, including students, and incentives were given in the form of a raffle with attractive prizes such as gas coupons, an iPod shuffle, gift certificates and GCC polo shirts. “Let’s Talk sessions” were also held in fall 2011. The focus was on the results of the IDEA group summary reports, which highlighted the assessment of learning in the classroom by students.

Other avenues used by the College as an opportunity to engage in dialogue and for the presentation of data on student learning have been during Convocation and accreditation prep meetings such as those held on October 15, 2010, February 25, 2011, October 28, 2011 and November 18, 2011. During these meetings, the President and the AVP shared lessons and insights about accreditation visits. Faculty members presented testimonials on the benefits of assessment and standard chairs gave their reports.⁶³ These general meetings were held separately for faculty and staff/administrators and were intended to re-engage campus constituents in order to foster a collective understanding among all stakeholders of the value of accreditation for the institution. In addition, in fall 2011 the standard committees organized some 21 “Lunch and Learn” sessions on the draft of this Institutional Self Evaluation Report which allowed for further dialogue to take place among members of the campus community. Over 200 persons attended these sessions.

These types of dialogue have led to improvements in relation to student learning and institutional effectiveness and have contributed significantly to a better understanding of the meaning of data and research as it relates to student learning. Such dialogue has also contributed to faculty being more receptive and supportive of the need for data involving their courses, and of the need for program assessment and analysis to ensure that the College is meeting the needs of its students and achieving student learning. This dialogue has led to building self-awareness, improving communications skills, strengthening teams and stimulating innovation that continues to foster effective change.

Actionable Improvement Plans

None

IB2. *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and*

⁶² [Let’s Talk Poster](#), AIER, Spring 2011.

⁶³ [Agenda. Accreditation Prep Meeting](#), 15 October 2010 and 25 February 2011.

widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

All College plans include clearly identified goals and activities, timelines, and responsible parties. The College's Institutional Strategic Master Plan: 2009-2014 "Moving Forward," includes an analysis of the College's strengths, challenges, and opportunities. This analysis was formulated after discussions held during the April 2008 ISMP Core Planning Group working sessions, and presented at the College's Planning Meeting Linking Institutional Assessment to the ISMP on May 7, 2008.⁶⁴

The plan articulates long-term goal initiations, which will enable the College to fulfill its mission and vision. It is stressed that though the Plan focuses on long-term goals, it is intended to be "a living plan" dependent upon a yearly systematic review process that will be part of the regular administrative functions of the College, allowing the College flexibility to respond to altered circumstances. Specific tasks are outlined to achieve the goals. As a public document, it also serves to communicate the College's long-term vision and plan, not only to its staff and student body but also to the community at large.⁶⁵

The College's mission sets the foundation for the College's planning and goal-setting processes. The vision and mission of the College prescribes four major ongoing strategic goal initiatives that the ISMP (2009-2014) addresses:

1. **Pioneering:** This goal seeks to identify the career and technical as well as basic requirements of the workforce through periodic employers' needs assessments in order to improve the skill levels and productivity of the island's workforce.
2. **Educational Excellence:** This goal is defined by its ability to demonstrate that student learning outcomes are being attained, as gauged by the institutional process of systematic and regularized assessment that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement.
3. **Community Interaction:** This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.
4. **Dedicated Planning:** This goal provides a means by which to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision-making at the College at all levels.

The ISMP was designed by the planning team to address three overriding issues: the need to refocus the College's efforts so that it clearly meets career and technical needs as well as the

⁶⁴ [ISMP Planning Meeting Handout](#), 7 May 2008.

⁶⁵ [Institutional Strategic Master Plan 2009-2014](#), p.7

basic educational requirements of the local workforce; the need to meet the more rigorous accreditation requirements of WASC in such a fashion that the effectiveness of the institution as well as its resource allocations can be directly linked to student learning outcomes, and the need to improve its ongoing planning and evaluation processes so that the College can better evaluate its efforts to attain its mission and vision.⁶⁶ This strategic plan proposes strong commitment in three areas: students, employers, and community.⁶⁷

How does the College prioritize its goals? Two categories of institutional priorities serve to guide all professional development activities at the College: organizational priorities and academic priorities. These priorities aim to “promote professional development congruent with the mission, vision, and needs of the College, and support the college and its improvement plan,” to use the language of the BOT-GCC faculty Agreement (Article XII).⁶⁸ These institutional priorities are broken down as follows:⁶⁹

Organizational Priorities

1. Sustainability or “greening” of the campus
2. Modernization of classrooms, instructional technology and facilities
3. Improving delivery of services to students
4. Compliance with federal, local, contractual reporting requirements
5. Renewable energy/alternative energy sources
6. Diversification of funding sources
7. Professional career planning, leading to upward mobility programs for employees
8. Personal professional development, such as team building, career mobility and morale building
9. Financial stabilization strategies
10. Succession planning

Academic Priorities

1. Accreditation – SLOs, program review, linking institutional planning to budget
2. Course and program level assessment, general education, Institutional Learning Outcomes (ILOs)
3. “Greening” of the curriculum
4. Faculty/staff credentialing
5. Career and technical workforce development
6. Enrichment in one’s content area, or improving staff or faculty competencies as related to their work
7. Student evaluation of learning and teaching processes in the classroom
8. Science, technology, engineering and mathematics (STEM) related activities

⁶⁶ [Midterm Report, 2009](#), p.14

⁶⁷ [Strategic Plan Process](#)

⁶⁸ Memo: [“Institutional Priorities for Professional Development Activities.”](#) from President Okada and AVP Somera to President Faculty, Chair PDRC, 18 December 2009.

⁶⁹ President and AVP. Memo [“Institutional Priorities for Professional Development Activities”](#) to President Faculty Senate and, Chair PDRC, 18 December 2009.

9. Curriculum and program expansion in career and technical education fields
10. Career pathways, career clusters and career planning.

It must also be noted that goal setting is incorporated in TracDat to determine whether goals are being met in relation to criterion, data collection results, and use of results in the planning and decision-making processes.

Self Evaluation

The College has used various mechanisms and strategies to implement its goals. The Faculty Senate and the College committees have played an instrumental role in ensuring that their objectives are linked to the ILOs and SLOs and that they parallel the College's Institutional Strategic Master Plan (ISMP) 2009-2014.

The ISMP 2009-2014 as of February 21, 2011 update outlines specific tasks under each goal. Under Goal #1 Pioneering, Task A focuses on "coordinating the development of an employer needs assessment focused on training and educational services." Task B focuses on "developing a program to partner with private workforce training providers." Under Goal #2 Educational Excellence, Task A focuses on "maintaining accreditation and enhancing student enrichment programs." Task B focuses on "linking program effectiveness, institutional effectiveness and resource allocation to student learning outcomes." Under Goal #3 Community Interaction, Task A focuses on "developing a marketing plan which helps to enhance GCC's brand identity." Task B focuses on "increasing enrollment and improving student retention at GCC." Under Goal #4 Dedicated Planning, Task A focuses on "developing a marketing plan which helps to enhance GCC's brand identity." Task B focuses on "utilizing the existing two year assessment planning cycle."⁷⁰

Insofar as student engagement in planning processes is concerned, the College has taken a proactive role in involving students in activities designed to engage them in their educational process and teach them about leadership. The Center for Student Involvement (CSI) oversees an array of student activities, such as leadership development, new student orientation, student governance, and student organizations. Each of these initiatives is guided by the belief that students must become intentionally involved in campus programs and activities in order to become fully prepared for the workplace and for other life commitments as well. CSI assists students and student organizations in planning and implementing programs, activities and events, and plans and implements campus-wide programs to address the needs and interests of students. It also ensures that student organizations and the Council on Postsecondary Student Affairs (COPSA) achieve success in all their extra-curricular activities.⁷¹

The College has engaged the community through business presentations, village outreach meetings, and presentations to government entities in the region and on the mainland. Key events that took place between October 2008 and September 2009 demonstrate this

⁷⁰ [ISMP 2009-2014](#). February 21, 2011.

⁷¹ [College Catalog 2010-2011](#), p. 18

engagement. In October 2008 a student mini-conference, “Community Partnerships: Building a Stronger Workforce” drew over 100 students. Students also met with President Okada for an update on the progress of the Allied Health Center and to discuss tuition costs and other concerns. In April 2009 the College participated in Guam Industry Forum III, networking with companies about educational and workforce training issues related to the buildup. In September 2009, in conjunction with the Pacific Islands Health Occupations Association, the College spearheaded a survey to identify the region’s health occupation needs. The College’s BOT also met with the Guam Trades Academy and Bechtel Corporation to establish partnerships, apprenticeships and scholarships, and the College partnered with Rotary Clubs of Tumon Bay and Guam Sunrise to garner support for training programs and scholarships. To ensure a broad-based understanding of the goals, such as Goal 3 relating to Community Interaction, surveys have been conducted among the Board of Trustees, Foundation Board, administrators, full-time faculty, and staff to determine the level of knowledge about the institution and their awareness of the College’s effort to achieve institutional effectiveness. The Institutional Effectiveness Survey Report issued in August 2010 provides meaningful data about the respondents’ awareness of the College’s effort to achieve institutional effectiveness. The overall response rate to the survey was approximately 60 percent. Forty percent of responses were from faculty, 39 percent came from support staff, 16 percent were administrators, and five percent were members of the Board of Trustees. Positive responses include a belief that the College organizes key processes to support student learning. Respondents also found consistency between institutional mission, goals, planning, and action.⁷²

Responses to two survey items covering results of outcomes assessment at the course level and at the general education program level indicate a strong belief in the use of outcomes assessment in budget and planning. In response to the statement, “The results of outcomes assessment are not used in budget and planning at the course level,” the mean response was 2.74, indicating that most responses were between strong agreement to agreement. Similarly, when asked about the use of outcomes assessment in budget and planning at the program level, the mean response was 2.68, indicating strong agreement to agreement. However, responses to the statement that the results of outcomes assessment are utilized in budget and planning at the program/discipline level seemingly contradict these results. This contradiction is attributed to the different roles that faculty and staff play in the process of budget planning and development across the campus.⁷³

When surveyed on the College’s ability to track and monitor progress on its plans and evaluate its performance regularly, respondents generally remained uncertain. The mean response was 3.96, with 4 representing “neither disagree nor agree.” Disagreement and/or neutrality was also expressed on statements regarding whether the College’s participatory governance process systematically dialogues, reviews, and modifies all parts of the planning cycle. Likewise, respondents remained neutral when presented with the statement about whether employees understand institutional goals. The mean response was 4.64, with 4 representing “neither disagree nor agree.” The report concludes with specific

⁷² [Institutional Effectiveness Survey Report 2010](#), August 2010, p. 9.

⁷³ [Institutional Effectiveness Survey Report 2010](#), August 2010, p. 10.

recommendations on how to promote more involvement and enhance awareness regarding college processes among all stakeholders. The report recognizes that additional training and education in the College's planning processes should be provided for all stakeholders.

Actionable Improvement Plans

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.

IB3. *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Descriptive Summary

It is important to the College that its self study process is continuous and cyclical in its self-assessment, dialogue, and efforts for continuous improvement. The process has evolved into the College's *Continuous Self-Study for Strategic Planning*, which calls for an annual institutional self-study for the previous academic year. Recommendations from the self-study are captured in the Institutional Strategic Master Plan, which must be acted upon in the next yearly cycle of strategic planning. This is the vehicle for institutional improvement in programs and services in reference to standards. The *Continuous Self-Study for Strategic Planning* essentially closes the assessment, evaluation, and planning loop and brings the College closer to the intent of the ACCJC Standards. The College continues to demonstrate the ability to develop institutional plans and implement activities related to those plans. These plans ultimately guide the process of improved student learning and general improvements across the College.⁷⁴

The College engages in regular evaluation, planning, and implementation at all levels of the institution. The College, through the Office of Assessment, Institutional Effectiveness and Research (AIER), has established a 3DP Framework data-driven approach and has effectively managed to disseminate information throughout the College.⁷⁵ The renaming of AIE to AIER (R for Research) in 2010 communicates the critical importance of research. As seen in the College's Data-Driven Dedicated Planning Framework, planning and decision making at the College are based on evidence.⁷⁶ This evidence in turn is used to support resource allocation. This Framework has seven components: Assessment and Self-Study Cycle; Dedicated Planning Process; Actionable Improvement Plans Routing & Review; Outcomes Assessment/program review; Committee on College Assessment/AIEP; Annual Self-Study Process; Compiled Self-Study Actionable Improvement Plans & Community/Institutional Growth Needs. These are all tied into the Annual Institutional Assessment Report (AIAR) as well as other Institutional Reports.

⁷⁴ [Accreditation Self-Study Report, AY 2008-2009](#), p. 12.

⁷⁵ [10th Annual Institutional Assessment Report \(AY 2009-2010\)](#), p. 25.

⁷⁶ [Data-Driven Dedicated Planning Framework Process](#)

The 3DP framework is directly related to the ISMP because the information that comes out of the assessment process is used to create the ISMP. The ISMP changes as the data collected through the assessment process changes. The purpose and objectives are to gather data through the steps outlined in the framework and to ensure that there are responsible parties for the collection of that data and for the dissemination of that data. The newly created “Dedicated Planning Monitoring Committee” has the main charge of monitoring the progress of plans as they relate to the ISMP. A work plan matrix of all the ISMP initiatives to track their progress and status has been created.⁷⁷ Goal #4 of the ISMP 2009-2014 focuses on Dedicated Planning. Task A focuses on developing a marketing plan which helps to enhance GCC’s brand identity and Task B focuses on utilizing the existing two-year assessment planning cycle. On January 31, 2011 a 7-member taskforce was created which includes Planner IV, associate Dean, program Coordinator III, Controller, faculty (2) and Assistant Director, Planning and Development. Specific activities of this taskforce include developing qualitative assessments for each plan identified by the taskforce, e.g. ISMP, Technology, Assessment); publishing a scheduled timetable which follows the 2-year assessment cycle to disseminate status of plans; present 2-year measure of institutional effectiveness to DCs, MTM, and Board of Trustees.

In addition, the College developed a model of linking assessment results to improvements.⁷⁸ Course and program assessment are tied directly to the annual program review process, and assessment practice leads to budget allocation through the planning process. When TracDat Version 3 was implemented in AY06-07, budget impact was not a custom field. In AY 08-09, budget impact became a custom field in TracDat Version 4. This new feature was introduced during TraDat training sessions conducted in AY08-09. The incorporation of budget-related information is now a requirement for all assessment reporting units.⁷⁹

Self Evaluation

There is evidence to support the College’s broad-based planning process. The College’s ISMP has contributed to the development of new programs and services, but the College’s greatest challenge concerns how planning processes will remain on course despite unpredictable funding support from the Government of Guam. The College’s dependence on unpredictable levels of legislative funding has severely constrained its ability to pursue dynamic and creative solutions to problems impacting planning, programs and services. The results of a Strengths, Weakness, Opportunities, and Threats (SWOT) analysis reveals five key findings that direct all courses, programs and initiatives to be driven by the pursuit of competent student learning outcomes. The analysis also highlights the fact that there is a need for a formally researched assessment of local workforce training requirements.

The ISMP also calls for the launching of a branding campaign designed to reacquaint the public with services offered by the College. This campaign consolidates positive perceptions of the College in order to better convey its services and activities to the public. The campaign includes three specific components: the development of the GCC “brand,” the creation of an

⁷⁷ [ISMP Work Plan Matrix 2009-2014](#), 21 February 2011.

⁷⁸ [Linking Assessment to Improvement Model](#)

⁷⁹ [10th Annual Institutional Assessment Report](#) (AY 2009-2010), p. 25.

employer outreach program, and a formal recruitment campaign designed to increase enrollment. The campaign targets the public, the business community, and the College's stakeholders.

The Standard Operating Procedure (SOP) for the Office of Communications and Promotions (OCP) provides the following guidelines for coordinating efforts to promote the mission and accomplishments of the College in accordance with the branding campaign. The SOP is designed to produce an organized, consistent and professional approach to all media contact with regard to the College. The SOP is also constructed to allow all stakeholders to form a strong alliance with the Office of Communications & Promotions toward this positive promotional effort. The College has identified two distinct stakeholder groups: primary and secondary. The primary stakeholders include alumni, students, staff, faculty and trustees. Retirees, parents, donors and the at-large public comprise the secondary stakeholders.⁸⁰ The College Committee on Assessment (CCA) has emphasized the careful linking of outcomes at the program level to goals at the institutional level to standards at the ACCJC level within the whole assessment process. All of the various departments involved in the implementation of the ISMP are evaluated regularly based upon the matrix that have been established to measure progress in completing their various projects and initiatives. Institutional data is available to all through the College website. A form is available via the website to request information not readily available due to confidentiality or other compelling reasons. AIER also makes printed reports available. Reports analyze and interpret institutional data using summaries, charts and graphs, in order to make the data readable for the entire College community. TracDat reports also provide evidence of general patterns of assessment activities that provide a broad picture of the institution's effectiveness as it relates to the integration of the mission in establishing student learning programs and services. This data also provides information on academic programs, student learning outcomes and attainment of student learning outcomes by students.

Actionable Improvement Plans

None

***IB4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary

The College engages in a cyclical planning process at various levels. The development of the ISMP 2009-2014 began on January 23, 2008 at a meeting with representatives from the Faculty Senate; Academic Affairs; Administrative Services Division; Communications & Promotions; Planning & Development; Assessment & Counseling; Business & Finance;

⁸⁰ [Office of Communications and Promotions, Standard Operating Procedure](#), 29 July, 2011

Technology and Student Services; and Trades & Professional Services. These members made up the Core Planning Group.⁸¹ Four specific areas were posted on the Agenda: Statement of Guiding principles; Review of Mission Statement; Review of Vision Statement and Specific Directions regarding Career Technical Education Plan. Reports prepared by Market Research & Development Inc. from January to June 2008 indicate that there was extensive discussion in relation to the four specified areas.⁸²

To be in compliance with expectations of ACCJC, the Office of AIER utilizes the ACCJC developed Rubric for Evaluating Institutional Effectiveness, which incorporates the levels of implementation and the characteristics of institutional effectiveness in program review, planning, and student learning outcomes. This template is utilized to incorporate the activities and project objectives of the ISMP and also to measure the progress in meeting both accreditation standards and in completing the strategic goal initiatives identified in the ISMP.⁸³

Many of the college-wide planning processes occur within or through the participatory governance process. This provides a structure that facilitates broad-based participation. Key entities such as the BOT, President, CGC, Faculty Senate, Executive Council and College committees are involved in the planning process.⁸⁴ Progress made by the College in attaining its vision is a primary concern of the Board of Trustees. It is critical that the Board be made fully aware of the ISMP and the possible changes it prescribes for the ongoing administration of the College and its role in the overall economic development of Guam. A new orientation and selection process for the Board has been developed and is a part of the ISMP. Additionally the Board is provided orientations on the nature of the changes made to the accreditation process and on the measures of the College's success in meeting not only accreditation standards, but also in implementing the ISMP 2009-2014.

Faculty are also given the opportunity to become involved in College committees, such as the Learning Outcomes, Promotions, Professional Development Review and Committee on College Assessment. The Resources, Planning and Facilities Committee, for example, is responsible for reviewing the Physical Master Plan and recommending the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes. It is the forum for discussion of any available or needed resources and facility issues or concerns. The Committee in turn forwards issues directly to the CGC. Students are also appointed by COPSA to serve on the CGC, and students elect their representatives to the BOT.

Programs and courses at the College engage in a program/course review process that helps to present a bigger picture perspective for everyone involved. The AVP SAGA Reports, Fall 2011, Volume 3 presents program reviews for the Adult High School Program, Liberal Arts Program and the Work Experience Program as well as one course review for Driver's Education.

⁸¹ [GCC Plan Development. Market Research & Development, Inc. Report.](#) January 2008.

⁸² [GCC Plan Development. Market Research & Development, Inc. Reports.](#) January to June 2008.

⁸³ [Institutional Strategic Master Plan Template,](#) February 21, 2011

⁸⁴ [Broad-Based Planning Diagram](#)

Opportunities for broad-based participation is also evident in the various surveys that are conducted by the College such as the Institutional Effectiveness Survey, President's Performance Appraisal Survey, Student Ratings of Instruction Survey and Assessing Assessment Survey.

The impact of resource allocation on the College's ability to realize plans has been one of the greatest challenges the College faces concerning how planning processes remain on course despite unpredictable funding support from the Government of Guam. The budgetary crisis has severely constrained the College's ability to allocate funding to improve programs and services.

Self Evaluation

Planning and decision-making at the College is broad-based. The College ISMP 2009-2014 has contributed to strategic initiatives linked to the four goals: Dedicated Planning, Pioneering, Community Interaction and Educational Excellence. Improving student learning outcomes has been the primary influence in shaping the direction of the implementation of these goals. In addition, ensuring that assessment results are linked to institutional decision-making has been a primary concern. The ISMP has been guided by the principles and core values of integrity, responsibility, equal opportunity practices, performance and financial accountability, financial transparency, integrating different cultures with the community and sensitivity to diverse cultures/competency.

Other College-wide plans have led to the improvement to develop SLOs across the curriculum and train faculty in SLO development and assessment processes. One such training "SLOs – Moving Beyond Basics" took place on December 10, 2009. This integrated TracDat/SLO training was offered to the English department and was presented by AIER and the adjunct associate dean. The training focused on revisiting and enhancing SLOs; explaining the curricula process needed to publish remaining course SLOs in the catalog by the end of the academic year; discussing the importance of aligning SLOs in the course guide with the SLO Map, catalog, syllabi and assessment plans and demonstrating familiarity with the 16 main career clusters on the federal career cluster website.⁸⁵

Banner project training has taken place for staff and faculty on the College's integrated web-based portal system. Training is also provided to the College community on access to and use of the TracDat system. Additional requests for training or one to one assistance is also available to help users become more proficient. (AIER also offers monthly meetings about assessment issues and brown bag sessions are posted on the College's website.) Faculty assemblies held in spring 2010, fall 2010 and spring 2011 also expounded on accreditation standards and review, and on course and program level assessment. There are also meetings targeted for students and staff.

The Professional Development Review Committee (PDRC) mid-term report for September 2010 showed 14 faculty received training or attended a conference. During that same period

⁸⁵ SLOs – [Moving Beyond Basics](#), Handout, 10 December 2009.

faculty received reimbursements for 46 courses and the college spent \$4761.60 on Faculty Professional Development Day.⁸⁶ PDRC's end of year AY10-11 report indicates the following approval of applications for AY11-12 (FY10-11 budget): off-island training – 16 faculty applications at a total cost of \$60,184.49; tuition – 17 faculty applications at a cost of \$26,160.00; other – two faculty applications at a cost of \$204.50. Also of note are the recorded non-PDRC funding off-island professional development activities from which 30 faculty benefitted. Professional development activities on February 21, 2011 consisted of eight presentations with 15 faculty presenters and 21 faculty participants.⁸⁷

The Professional Development Summary Table developed by AIER in April 2011, outlines the following information over a period covering AY08 to AY11. In FY08, a total of six BOT members benefitted from professional development activities at a cost of \$33,415.85. In FY09 a total of three BOT members benefitted from professional development activities at a cost of \$12,690.10. In FY10 a total of four BOT members benefitted at a cost of \$16,721.30. In FY11 five BOT members benefitted at a cost of \$20,472.70. In FY08 a total of 21 faculty members attended professional development day activities and leadership conferences at a cost of \$74,679.34. In FY09 a total of 22 faculty members benefitted at a cost of \$59,697.94. In FY10 a total of 27 faculty members benefitted at a cost of \$96,562.82. In FY11 25 faculty benefitted at a cost of \$750,133.47. In FY08 a total of 20 staff and administrators benefitted from attending professional development activities, certified government accountants review course attendees, and customer service training attendees, at a cost of \$56,0118.16. In FY09 a total of 19 staff and administrators benefitted from attending professional development activities at a cost of \$47,883.77. In FY10 a total of 19 staff and administrators benefitted at a cost of \$35,629.48. In FY11 17 staff and administrators benefitted at a cost of \$16,754.75.⁸⁸

The College also hosted ACCJC's self-study training on February 26-27, 2010 for both the College and the Northern Marianas College (NMC) in preparation for their respective site visits scheduled for spring 2012. Sixteen participants from NMC and 21 from GCC attended the training. Topics ranged from ACCJC policies on accreditation to the processes of doing program review as well as the types of evidence the accrediting team will be looking for during the visit.⁸⁹ A follow-up to this training was held in Honolulu from March 1-3, 2011. Chairs of the four standard self-study committees along with the AVP, CFO, self-study coordinator, AIER staff, and Dean of Technology and Student Services, attended a regional workshop sponsored by Pacific Postsecondary Education Council (PPEC) in which the focus was on "Capacity Building for Educational Excellence through Program Review and Integrated Institutional Planning: Case Studies of Accreditation Success." Vice Presidents of the ACCJC shared their insights on accreditation and the College conducted three presentations: "Opening & Closing the Loop through TracDat" presented by the Asst. Director of AIER and the Institutional Researcher; "Guam Community College Model for Program Review and Integrated Institutional Planning" presented by the AVP; and

⁸⁶ [PDRC Mid-Term Report](#), September 2010 and February 2011, p. 1

⁸⁷ [PDRC Annual Report AY 2010-2011](#).

⁸⁸ [AIER Professional Development Summary Table](#), April 2011.

⁸⁹ [BOT Report January-June 2010](#), p. 1

“Integrating Program Review into the Budgeting and Planning Process” presented by the CFO.⁹⁰

Actionable Improvement Plans

None

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

A policy document adopted by the Board of Trustees (Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees) is the institutional mandate that drives all campus-wide assessment activities.⁹¹ There are two major factors that drive all assessment processes at the College: accountability and improvement. Since September 2002, when the College formalized its assessment initiative through BOT Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees, the faculty has increasingly become more involved in the assessment and accreditation processes. The development of the College’s assessment website launched on March 19, 2004 is another attempt to contribute to the College’s collective effort to further build, strengthen, and sustain the “culture of evidence” at the College.⁹²

Through faculty membership on the Learning Outcomes Committee (LOC), which regulates curriculum to ensure alignment with the mission of the College, and membership on other committees such as the Promotions, Professional Development Review Committee (PDRC), Council of Department Chairs, and the Committee on College Assessment (CCA), faculty are involved in the review of program, course and unit assessment plans and reports. Faculty members on these committees also implement professional development initiatives and deliberate over the promotion of faculty members. Faculty members also lead and sit on four accreditation standard committees, helping to gather, organize and analyze data that supports the College’s efforts to meet and surpass these standards.⁹³

With the objective of organizing and facilitating assessment reporting, the Committee on College Assessment (CCA), made up of faculty, administrators and a student representative, is charged with the task of classifying academic programs, student services and administrative units into four groups. The result was Group A (Associate Degree), Group B (Certificate), Group C (Administrative Units & Student Support Services), and Group D (Special Programs). Based on these four groups, an assessment schedule was developed to follow a two-year cycle.⁹⁴

⁹⁰ [Agenda, Regional Workshop, 1-2 March 2011.](#)

⁹¹ [Assessment Website](#)

⁹² [Assessment Website](#)

⁹³ [2010 Annual Report](#), p. 10.

⁹⁴ [10th Annual Institutional Assessment Report](#) AY 2009-2010, p. 3.

The Board and the Union recognize the importance of systematic and continuous assessment of student learning outcomes at the course, program, and institutional levels and are committed to a joint effort of overall institutional improvement and implementation of the College's mission. The Committee on College Assessment (CCA) is an institution-level committee created under the terms of the 2000-2005 Board of Trustees-Faculty Union Agreement that took effect in fall 2000 at Guam Community College. A newly negotiated contract (2010-2016) retains the same provision. This model of collaboration, linked through a board-union agreement, is the primary building block of the College's comprehensive assessment initiative.

At the center of assessment activities is the understanding that assessment is primarily conducted to demonstrate accountability and implement course, program, and institutional improvements.⁹⁵

The program review process uses data stored in TracDat to improve and update College programs. The establishment of TracDat and additional methods of evaluation and assessment assures continuous evaluation and improvement. AY06-07 marked the maturation of the use of TracDat for program assessment. Its results provide the baseline for dialogue and improvement at the institutional and program level. Program advisory committees provide input in order for the program to remain relevant with occupational skills requirements in the various industries. AIER also maintains a website at www.guamcc.edu/assessment.

Three goals effectively guide AIER in its mission of assessment excellence at the college:

1. To develop and sustain assessment momentum at the college through capacity building efforts that will empower constituents to use assessment results for accountability and improvement;
2. To systematize assessment protocols, processes and policies both in hardcopy and online environments and thereby allow the College to meet its ACCJC/WASC accreditation requirements;
3. To exert and affirm community college assessment leadership regionally and nationally. At the core of these processes are three (3) important questions that the institution asks regarding student learning: *What do students know? What do they think and value? What can they do?* These three questions correspond to the cognitive, affective and behavioral domains of student learning. By continually asking these questions, the College is drawn closer to what it says it can do in both teaching and learning environments and to what it promises its programs and services can deliver in terms of results.⁹⁶

During fall 2010, the AIER Office published the following four institutional assessment reports: Institutional Effectiveness Survey Report, Foundation Board's Third Assessment Report, Fourth Board of Trustees' Assessment Report, and Fall 2010 Student Ratings of

⁹⁵ [10th Annual Institutional Assessment Report](#), 2009-2010, p. 4.

⁹⁶ [College Catalog 2010-2011](#), p. 21

Instruction Survey Report. In spring 2011, AIER published the Assessing Assessment Survey Report and the 2011 President's Performance Appraisal Survey Report and during the summer, the College published the Spring 2012 Student Ratings of Instruction Survey Report and its annual Fact Book (Volume 5). To make these documents accessible to the whole college community, these reports are accessible online at the AIER website (<http://www.guamcc.edu/aier/>) under the "What's New" section of the Home tab.

Self Evaluation

At the center of the College's assessment activities is the understanding that assessment is primarily conducted to demonstrate accountability and implement course, program and institutional improvements.⁹⁷ Program-level, course level and institution-level (through survey data) are the three main levels in which assessment data is collected.

Through the program review and the curriculum review processes, program-level SLOs have been written and mapped to courses. The CCA has found ways to improve the process of SLO assessment by adopting two years of program assessment preceded by two years of course level assessment.⁹⁸ In summer 2008, all post-secondary faculty were required to develop and incorporate course level (SLOs) in their syllabi. The institution has identified SLOs at course, program and degree level.⁹⁹ As of fall 2011, 100% compliance has been achieved since all courses and programs in the college catalog have SLOs that have been articulated.

As a learner-centered institution, the College has developed a continuous process of refinement using assessment results to make improvements; fundamentally enabling students to better achieve established SLOs.¹⁰⁰ It is evident that SLO data is used for institutional self evaluation, planning, and improvement of teaching and learning. Faculty have engaged in discussions, through their monthly departmental meetings as well as in committee meetings, on ways to deliver instruction to maximize student learning. It has also led to those providing student support services to develop student learning outcomes and evaluate the quality of their policies, processes and procedures.

The College also uses instruments such as *The Faces of the Future Survey* to collect assessment data. Faces of the Future, a national educational survey tool, allows the College to compare its students with other institutions. It provides information needed to plan for the College's future. Understanding demographics of students allows the College to find ways to meet students' needs. For example, knowing that the majority of students are first generation college attendees means these students may need additional support and resources in order to adjust to college.¹⁰¹ Since it is an annual report, this survey provides up to date information that can help spot trends. The information is available both in print and on the College's

⁹⁷ [10th Annual Institutional Assessment Report](#), October 2010, p. 27.

⁹⁸ [Course Level SLO Booklet](#) (Updated version), 2009.

⁹⁹ [10th Annual Institutional Assessment Report](#), 2009-2010.

¹⁰⁰ [Course Level SLO Booklet](#) (Updated Version), 2009, p. 25.

¹⁰¹ [Faces of the Future Survey Report, 2010](#), p. 23

website, so the public has access to Faces of the Future. The report informs the public about how the College is performing in comparison to other institutions.

The GCC Fact Book 2010 also gathers information about the College and its students into a single, concise report. It serves as an introduction to the institution and a starting point to learning more about the College.¹⁰² To further support the mission, the College invested in the purchase of the SunGard's Banner integrated database system in September 2005 in order to transform the college into a unified digital campus. On June 1, 2007, the College launched MyGCC, its web-accessible information system that brings all major functional areas together into a single database information system. With MyGCC, students can apply for admissions, register and pay for classes, check grades and communicate with peers or faculty via student email. The 2006 development of the GCC Assessment Website, available through the main www.guamcc.edu website, has also contributed to the College's collective effort to further build, strengthen, and sustain the "culture of evidence" that is gaining momentum on campus.

The launching of MyGCC is another example of the College's commitment to preparing students for success in the classroom and at the workplace using proven and cutting edge technology. In addition, an electronic version of the College catalog is available online at www.guamcc.edu, located via the main menu in either the student or program sections. Compact Discs (CDs) of the College catalog are also available upon request from the Admissions & Registration Office.

The College's webpage provides access to the public as well as to students, faculty, staff, and administrators, to data and analysis about the college. These reports are also available in print upon request. Some documents, such as the Board of Trustees 4th Assessment Report AY10-11 and the Foundation Board of Governors 3rd Assessment Report AY10-11, are available by direct links on the College's homepage. GCC's Institutional Strategic Master Plan is a public document, available on the website under public documents. This is one more way of communicating the College's plans to the general public.¹⁰³ Many other reports can be accessed through the prominent Accreditation 2012 link on the College's homepage on the upper right side.¹⁰⁴

The College also uses advisory committees that work with Guam employers to keep the curriculum in applicable programs up to date. During the latest program review cycle, six programs changed their course guides following department and advisory board review.¹⁰⁵ The College employs this mechanism to assess how members of the public, such as advisory committee members, view institutional quality. This method also facilitates changes that increase the public's positive view of institutional quality.

Also of note is that public recognition is given to departments or units that have consistently shown dedication to the assessment initiative. In spring 2008, the AVP announced a new

¹⁰² [Fact Book 2010](#), p. 26.

¹⁰³ [GCC Institutional Strategic Master Plan 2009-2014](#), p. 7.

¹⁰⁴ [Guam Community College Homepage](#), 17 February, 2011.

¹⁰⁵ [10th Annual Institutional Assessment Report](#), p. 24

assessment incentive called the AVP Small Assessment Grant Award (AVP SAGA). This incentive program provides monetary awards to departments that develop innovative approaches to improve practice in course assessment which enhance SLOs. It also serves as an annual incentive program for faculty who are interested in engaging in small assessment research projects that are not covered under course assessment. Recognition of exemplary assessment work has encouraged programs and units to improve their compliance with established assessment deadlines.

It should also be noted that the Committee on College Assessment (CCA) and AIER jointly developed a survey to gauge assessment authors' as well as current and former CCA members' perceptions of the effectiveness of the implementation of the College's comprehensive assessment process. This survey provided the College community with information for improvement relative to the College's progress on its 11-year old assessment initiative. This survey was administered to past and present CCA chairs, members and assessment authors.¹⁰⁶

Some examples of survey results reveal that respondents understand the value of program review and the importance of documenting their program review efforts; respondents are aware of institutional supports provided for the College's comprehensive assessment initiative (i.e., training, assessment reminders, consultation and guidance from AIER staff, and feedback from CCA reviewers); assessment plans are linked to institutional and departmental mission, goals, and objectives as well as the ISMP. Assessment results are also linked to decision making about curriculum and planning and budgeting; although assessment results have been made available to the campus community, the information needs to be directly disseminated to those affected by the assessment findings; assessment at GCC is comprehensive and institutionalized. Results reveal, however, that not everyone is involved in the assessment process and there appears to be ambivalent feelings about assessment; based on the types of training requested, not all respondents are familiar with the assessment process itself or have the same level of expertise with TracDat.¹⁰⁷

Based on the findings of the survey, the following recommendations were made: AIER should survey assessment users to determine the type of training they need to carry out their assessment activities. Perhaps it would be best to conduct separate training sessions for new users; AIER should upload a Quick Step Guide to navigating TracDat onto the AIER website; AIER should upload an assessment and TracDat tutorial onto the AIER website; AIER should provide new and existing users with an updated TracDat User Guide. Updates to the guide should be provided whenever new features are added to the database; departments/units should hold regular meetings with their respective faculty/staff to discuss their assessment plan and report; departments/units should mentor individuals who are new to the assessment process at GCC; utilize MyGCC and Chachalani to disseminate overviews of institutional assessment reports to create an awareness of the reports and an interest in reading them.

¹⁰⁶ [Assessing Assessment Survey Report 2011](#), 14 March 2011

¹⁰⁷ [Assessing Assessment Survey Report 2011](#), Executive Summary

The use of surveys has also played an instrumental role in ascertaining whether the College is effectively communicating information about institutional quality to the public. The Pioneering initiative tied into the ISMP has led to the creation of a survey that focuses on perceived employer needs as it relates to training and the quality of their existing workforce. In January 2009, AIER published a report entitled *GCC-GCA Guam Employers Survey Report*.⁶ In collaboration with GCC, the Guam Contractors' Association (GCA) administered an employer online survey to its 752 active members from October 22, 2008 to November 23, 2008. Survey findings revealed information on training needs of GCA members and their concerns with the cost associated with employee training and time away from work. One of the recommendations made in the report is to expand the sample population of future surveys to include other industry practitioners affiliated with the Guam Chamber of Commerce. A second survey of Guam Chamber of Commerce members has also been completed

The ongoing dialogue and interaction with members of the community has resulted in an increase in the number of companies that have joined the GCC apprenticeship program. During the Guam Society of America, Cherry Blossom Coronation in Washington D.C. held on March 19, 2011, the President mentioned that the College has “seen a substantial increase in the number of companies that have joined our program over the past two years from nearly 50 companies to now close to 70”.¹⁰⁸

Actionable Improvement Plans

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

IB6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Descriptive Summary

GCC's comprehensive assessment initiative is constantly evolving and maturing. At the center of the College's assessment activities is the understanding that assessment is primarily conducted to achieve successful student learning outcomes for instructional programs and successful administrative and student services outcomes for non-instructional programs. Although GCC has made many strides in its over-a-decade-old assessment initiative, continuous quality improvement is the College's goal.

The data-driven planning framework points to the Office of Assessment, Institutional Effectiveness and Research (AIER) as being directly responsible for assuring the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. The renaming of AIE to AIER (R for Research) in 2010 has further emphasized the importance of research to the College. At the core of the College's assessment efforts is the program review process, which continues to guide improvements at

¹⁰⁸ [President's Performance Appraisal Report May 2011](#), p. 29.

the College. Student learning outcomes are assessed through approved program guides, course syllabi, curriculum manuals, annual institutional assessment reports and the College catalog.¹⁰⁹

The ISMP 2009-2014 calls upon the Faculty Senate and the administration to establish student learning outcomes for all of the College's programs and course offerings. These SLOs are evaluated and periodically revised to reflect the changes in economic requirements as identified in the workforce needs assessment. These SLOs provide the foundation for evaluating changes in the various programs inclusive of the necessary resources required to assure the attainment of prescribed SLOs.¹¹⁰ The ISMP highlights the following key points in relation to linking program effectiveness, institutional effectiveness and resource allocation:

1. Utilize ACCJC's guide to evaluating institutions to incorporate program effectiveness, institutional effectiveness, and resource allocation to show linkage of SLO in each category.
2. Require the linkage of SLOs to program effectiveness, institutional effectiveness, and resource allocation in TracDat, under the leadership of the Committee of College Assessment and the Office of Assessment, Institutional Effectiveness and Research.
3. Devise and maintain the consistent and accurate application of a measurement rubric linking SLOs to program performance, to institutional effectiveness, to resource allocation and the attainment of GCC's vision.

The findings of the 11th Annual Institutional Assessment Report 2010-2011 are presently being used to guide faculty in departmental planning and are the basis for program changes as the institution prepares for the impending Guam military build up.

Self Evaluation

The College engages in a systematic review of its planning and resource allocation processes in a number of different ways. The program review process guides improvements at the College and plays a key role in resource allocation and decision-making processes. The most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment.¹¹¹

The program review process ensures that self evaluation is carried out and that it relies on evidence gathered by the program or unit.¹¹² Resource allocation is tied to the program

¹⁰⁹ [10th Annual Institutional Assessment Report, 2009-2010](#), p. 2.

¹¹⁰ [ISMP 2009-2014](#), p. 32.

¹¹¹ [10th Annual Institutional Assessment Report 2009-2010](#), p. 1.

¹¹² [10th Annual Institutional Assessment Report 2009-2010](#), pp. 24 - 25.

review process. One example of budgeting following a planning process is the development of the Organizational Priorities and Academic Priorities used to guide all of the College's professional development activities. These priorities were published in the College's monthly newsletter *Chachalani* in February 2010 and were brought to the attention of department chairs.

The 10th Annual Institutional Assessment Report also provides evidence on how programs use their assessment results for program improvement. Of the 17 associate degree programs, 14 programs (82 percent) did not have any courses five years old or older. Five programs used assessment information to guide changes in their degree program. Six programs changed their course guides after department and advisory board review. Five programs acquired supplies or equipment as a result of program review.¹¹³

In summer 2010, the College published its first continuing education catalog. The *Continuing Education Catalog 2009-2012* lists non-credit and credit courses offered through the CE Office. Similarly, a catalog for the College's secondary programs was also developed. The *GCC Secondary Programs Career and Technical Education 2010-2011 Catalog* was published in fall 2010. SLOs for each of the secondary programs as well as course level SLOs are included in the catalog.

In fall 2010, the general education curriculum was expanded to include humanities and fine arts, as recommended by the 2006 ACCJC team report. These general education options were published in the AY2010-2011 College catalog. Additionally, a special program review of the Liberal Arts program was completed in fall 2010. Consequently, existing courses will be revisited and more general education options in Fine Arts are being planned. Likewise, a special program review on the Work Experience, Driver's Education, and Adult High School programs were completed in fall 2010.

Another accomplishment related to the ISMP's **Educational Excellence** goal is the establishment of a CTE Career Pathway System for Guam. In June 2009, the College received CTE State Leadership funding to establish this system. According to the *GCC 2009-2010 Annual Report*, the project analyzed over 400 secondary and postsecondary CTE and academic courses and programs at the College and in the Guam Department of Education (GDOE). Feedback from businesses that hire GCC graduates was gathered as part of the analysis. Consequently, a Dual Credit Articulated Programs of Study (DCAPS) was adopted. DCAPS enables students to take a sequence of courses in high school and earn college credit for those courses.¹¹⁴

The most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board

¹¹³ [10th Annual Institutional Assessment Report, 2009-2010](#), pp. 14-24.

¹¹⁴ [President's Performance Appraisal report May 2011](#), pp. 31-32.

review, use of assessment information to guide changes in degree programs and acquisition of supplies/equipment.¹¹⁵

Finally, as an integral part of its charge, the Learning Outcomes Committee (LOC) of the Faculty Senate reviews all curriculum documents to ensure the inclusion of SLOs. Evaluation and planning are assessed in the institutional assessment process, which is reported in the Annual Institutional Assessment Report and incorporated in the Institutional Strategic Master Plan. One major accomplishment was the completion of the first course level SLO assessment cycle in spring 2010. Completion of an entire assessment cycle requires the documentation of a plan, data collection, summary of results, and the use of results to instill change. The last step is meant to close the loop leading to overall improvements.

Implementing campus-wide course level SLO assessment through TracDat, developing and publishing an updated SLO and Curriculum Mapping Booklet for faculty use, as well as integrating program review in annual budget activities through assessment planning and reporting in TracDat, have all combined to play an integral role in the process of planning and assessment at the institutional level.

Actionable Improvement Plans

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

***IB7.** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Descriptive Summary

The College uses a variety of mechanisms to gather evidence about the effectiveness of programs and service and has established an assessment process in which data and evidence are consistently relied upon to inform decision-making at all levels of the institution.¹¹⁶ The program review process, based on evidence gathered by the program or service, allows the evaluation process to work and is an important part of improving the College's programs and services. Three program reviews and one course review included in the third volume of the AVP SAGA Reports, Fall 2011 reflect the institution's commitment to making sure that the exercise of regular and careful self evaluation through program review is central to institutional quality.¹¹⁷ The report focuses on three Program Reviews: Adult High School Program, Liberal Arts Program, and Work Experience Program and one Course Review for Driver's Education. It highlights the strengths and weaknesses of the academic and student support programs by providing a 360-degree perspective.

¹¹⁵ [10th Annual Institutional Assessment Report, 2009-2010](#), p. 24.

¹¹⁶ [10th Annual Institutional Assessment Report 2010](#), p. 4.

¹¹⁷ [AVP SAGA Reports, Fall 2011, Vol 3](#). Foreword by AVP, Paragraph 2.

The Program Review conducted for the Adult High School Program determined that the current program document needs substantive revision. Recommendations include a reduction in overall credit hours required, an addition of a portfolio requirement, substantive changes to the student learning outcomes, substantive changes to funding, and updates to career and technical elective requirements.¹¹⁸ In addition, an Adult High School Needs Assessment Survey conducted in Spring 2011 in which 54 of the 82 enrolled students responded, supports the need for additional remedial/tutorial assistance and continuance of the SO099 Student Success Workshop.¹¹⁹

The Program Review of the Liberal Arts Program determined that the degree was very social science heavy. The program document and the 2010-2011 Catalog show the degree, inclusive of general education and technical requirements, require 12 credits of English, 3 credits of math, 8 credits of science, and 18 credits from the social science department. In addition it was found that there was no capstone experience for Liberal Arts students, and there was no scaffolding of courses.¹²⁰ A Liberal Arts Survey was also conducted to gather information from students currently declared as Liberal Arts major in an effort to seek understanding of intent.

The Program Review of the On-the-Job Work Experience Training program, Post-Secondary & Secondary gathered information from key interviews, data collected from WE coordinators, and internal and external documents. In addition, a Student Evaluation Survey was conducted by WE Coordinators to further gather evidence in relation to the effectiveness of the program.¹²¹

The Course Review for Driver's Education provides a snapshot of the course's history from 1985. The review focused on student enrollment and cost analysis. Input was received from Chairperson of the Automotive Department and the Automotive Repair Controller as well as the Dean and Coordinator of Admissions & Registration.¹²²

This assessment of "evaluation mechanisms" provides evidence on the effectiveness of programs and services, which is driven by student learning outcomes. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes can be made to improve learning and teaching. AIER utilizes TracDat to organize data collected by the College, in order to document and measure program and institutional effectiveness.¹²³ This office demonstrates a conscious effort to support student learning, measure that learning, assess how well learning is occurring, and make changes to improve student learning. Since the use of TracDat began in fall 2004 as an assessment requirement, the database has, to some extent, attained a certain population density and richness.

¹¹⁸ [AVP SAGA Reports, Fall 2011, Vol 3](#), Pg. 3.

¹¹⁹ [AVP SAGA Reports, Fall 2011, Vol. 3](#) pg. 7

¹²⁰ [AVP SAGA Reports, Fall 2011, Vol 3](#) pg. 20

¹²¹ [AVP SAGA Reports, Fall 2011, Vol 3](#) pg. 46 & 47.

¹²² [AVP SAGA Reports, Fall 2011, Vol 3](#), Pg. 17

¹²³ [10th Annual Institutional Assessment Report 2010](#), p. 3.

Though much still needs to be done to attain full and assured utility of the database for comprehensive reporting purposes, TracDat as it exists now is used to extract general patterns of assessment activities. These patterns provide a broad picture of the institution's effectiveness as it relates to the integration of the mission in establishing student learning programs and services.

Self Evaluation

The assessment infrastructures put in place since 2006 have provided the framework around which data and evidence are used to inform decision-making in relation to programs and services. These findings have resulted in positive changes in improving instructional programs, student services, student support and administrative support.

For example, the results and recommendations outlined in the AVP SAGA Reports Fall 2011 Volume 3, have been brought to the forefront for a wider audience within the campus community to act upon. In the AVP's Foreword, he states that the "recommendations now serve as the next steps for us to implement necessary interventions that will make them more meaningful and more responsive to student needs."¹²⁴

Based on the results and recommendations of the Program Review conducted for the Adult High School Program, department chairs are currently reviewing the course level SLOs in their respective disciplines with an emphasis on measurable SLOs.¹²⁵ Based on the results and recommendations of the Program Review conducted for Liberal Arts, the program was rewritten guided by some of the following insights: provide options for the students within core categories as opposed to having such a prescriptive degree; review the multi-dimensional Liberal Arts Outcomes from the Wabash National Study of Liberal Arts Education to include – integration of learning, inclination to inquire and lifelong learning, effective reasoning and problem solving, moral character, intercultural effectiveness, leadership and well-being create and explore "art and humanities" options. The program has also been renamed Liberal Studies, to allow for a more broad-based interdisciplinary approach to a liberal education designed for students who may prefer to have flexibility in the selection of courses. The intent is also to encourage students to integrate ideas from social sciences, humanities and fine arts.

Based on the results of the Program Review of the On-the-job Work Experience Training program, Post-Secondary the following recommendations were made: standardize the WE program coordinators' operational duties, rules, objectives and means of assessment; standardize the verification process instructors are to follow to confirm their students completed the 180 WE hours for the secondary Certificates of Mastery; WE coordinators follow up and verify that the WE hours recorded align with the GDOE credits received.¹²⁶

Based on the results of the Course Review for Driver's Education it was recommended that there be an update of the current course guide; determine if the five-year timeline for purchase of new replacement vehicle is reasonable; explore the possibility of running the

¹²⁴ [AVP SAGA Reports, Fall 2011, Vol 3](#). Foreword by AVP. Paragraph 4.

¹²⁵ [AVP SAGA Reports, Fall 2011, Vol 3](#). p. 4

¹²⁶ [AVP SAGA Reports, Fall 2011, Vol 3](#). p. 40

Driver's Education course under Continuing Education; consider including the following survey questions in a future review of the course – (Why are students choosing to attend the GCC Drivers Education course instead of local driving schools which cost less? What percentage of students who complete the GCC Drivers Education course pass the Driver's test issued by the Department of Motor vehicle?); standardize the methodology for determining revenues and expenses for future courses and program reviews.

As indicated in GCC's annual institutional assessment reports, the College has used assessment findings to make more informed decisions. For example, as a result of assessment data, specialized equipment and software has been purchased, additional personnel hired, curriculum modified, etc. One respondent reported the following strengths of the assessment process "1. Improved courses for students. 2. Awareness of the overall performance of the College". A second respondent noted that "when done correctly, planning of curriculum can be better accomplished. It forces the creation of good SLOs." A third respondent mentioned that the College's assessment processes can "provide ideas to faculty in curriculum writing".¹²⁷

Also of importance has been the development of the College's Student Learning Outcomes (SLOs) implementation plan which has resulted in the application of student learning outcomes for courses, programs and the institution. This implementation plan has required faculty to engage in discussions of ways to deliver instruction to maximize student learning. This has required those providing student support services to develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing student access and movement through the institution. It also has required that student learning outcomes be at the center of the institution's key processes and allocation of resources. Implementing campus wide course level SLO assessment through TracDat and developing and publishing an updated *SLO and Curriculum Mapping Booklet* for faculty, as well as integrating program review in annual budget activities through assessment planning and reporting in TracDat, have all combined to play an integral role in the process of planning and assessment at the institutional level. One assessment finding, for example, revealed that there is a greater need for tutoring.¹²⁸ To address this concern, tutoring is now offered through the Office of Student Services and in departments such as English and Math. Computer labs for English as a Second Language Instruction (ESL) have also been established.

The construction of the Allied Health Center, the Learning Resource Center and the Student Center are further evidence of the College's commitment to enhancing student services and improving student learning outcomes.¹²⁹ The Anthony A. Leon Guerrero Allied Health Center opened on December 21, 2009. The building houses two lecture halls, a computer lab for nursing students, two science labs, two nursing classrooms, two nursing labs, one administration lab, one clinical lab, one simulated hospital classroom, one conference room and faculty offices. June 2, 2010 marked the groundbreaking of the Student Center, a two-story, 22,000 square foot building featuring a plaza, student square, student lounge, nine 1000 square foot meeting rooms, and a student health center. December 2010 marked the opening

¹²⁷ [Assessing Assessment Survey Report 2011](#), p. 6.

¹²⁸ [Faces of the Future Survey Report 2010](#), p. 25.

¹²⁹ [Institutional Strategic Master Plan, Physical Master Plan 2009-2014](#), Appendix B.

of the Learning Resource Center, a two-story 22,000 square foot LEED-certified facility that includes a reading area/collection section, computer work areas and a computer lab, group meeting rooms, audio visual rooms, staff areas and a large group meeting room.¹³⁰

Features in the Learning Resources Center, its furnishings and technology, were chosen based on responses from students during the library's assessment process.¹³¹ Assessment at the program/unit review showed the need for additional capacity for the Library/Learning Resource Center. In addition to greater library capacity and more seating, the students wanted comfortable chairs, group study rooms, faster computers, improved Internet access, and electronic resources. Due to these responses to surveys and focus groups, as part of assessment, plans for the new GCC Learning Resource Center incorporated student requests. The second floor doubles the library space, and the facility offers comfortable seating, faster computers, and improved Internet access. The library has purchased e-books and is in the process of purchasing more electronic resources.¹³²

Survey data obtained from the Liberal Arts Survey conducted in fall 2010 continues to provide useful information about the effectiveness of programs at the College. This survey focused on examining the courses Liberal Arts students would like to see offered and the quality of instruction they were receiving at the College.¹³³ The results of the survey translated into a program title change from Liberal Arts to Liberal Studies, which is more broad-based and inclusive. A new fine arts course TH101, Introduction to the Theater, was added as well and was offered as a course for the first time in fall 2011 with an enrollment of 25 students.

The *Faces of the Future Survey*, which is a tool developed by the American Association of Community Colleges (AACC) and American College Testing (ACT), Inc. continues to provide the College with valuable student data in relation to demographic characteristics, goals and college experiences. The spring 2010 Faces of the Future Survey was administered during class time to 401 credit students and 69 non-credit students. For credit students, classes were selected using systematic sampling. Results reveal that GCC students are typically first generation college students; the majority of GCC credit and non-credit students are female; over fifty percent of GCC credit and non-credit students are employed; a number of GCC credit and non-credit students are caring for their family and home full-time. Results from the survey reveal that over 80% of GCC credit students and over 80% of GCC non-credit students are satisfied or very satisfied with the College.¹³⁴

To promote more involvement and enhance awareness of the decision-making processes of evaluation, planning, and budgeting, the engagement of all College stakeholders in the work of promoting institutional effectiveness is emphasized.

¹³⁰ [2010 Annual Report](#), p. 11.

¹³¹ [Library Assessment, Student Service Unit Outcomes, Fall 2009 to Spring 2011](#).

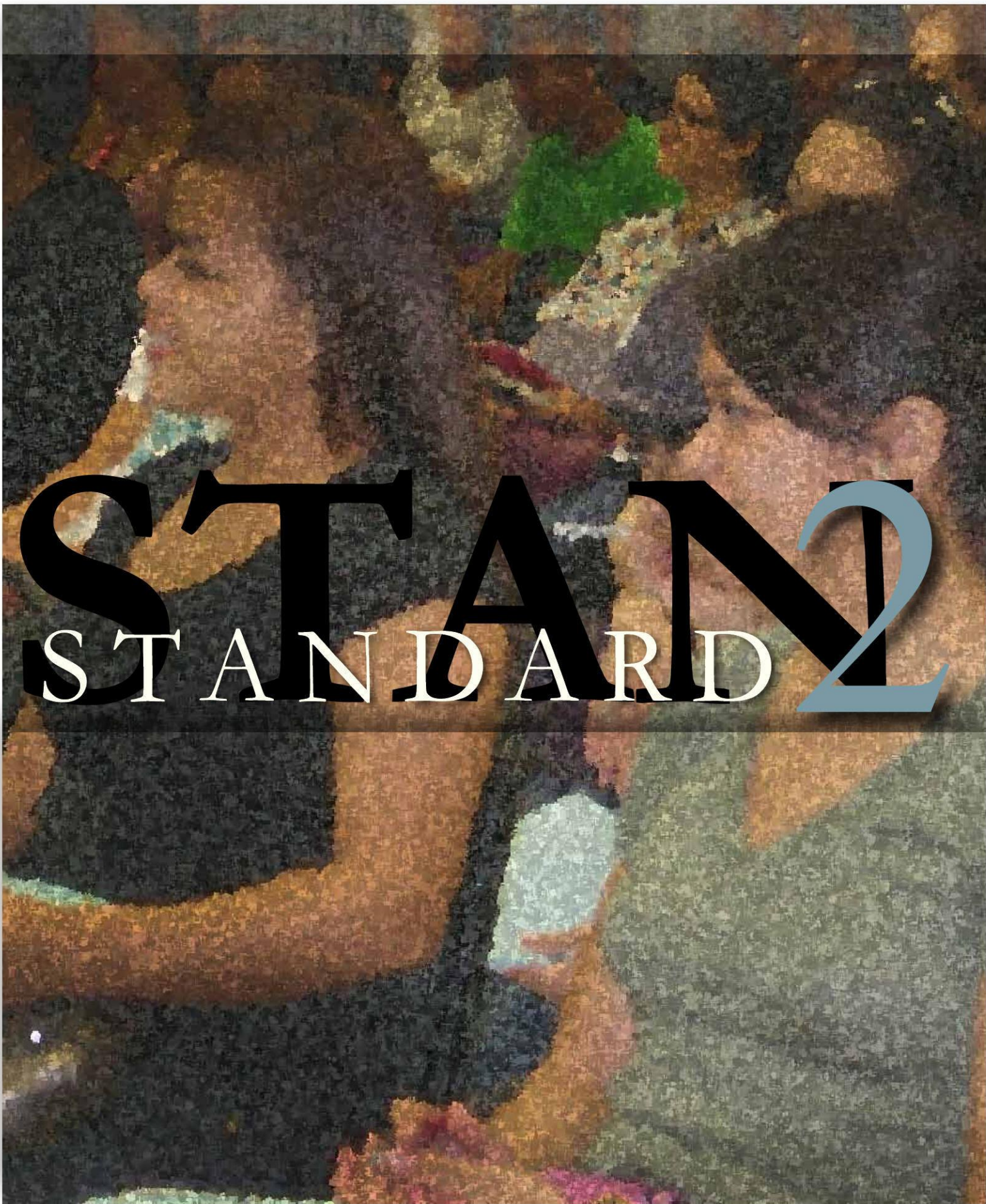
¹³² Information provided by Christine Matson, GCC Library Department Chair. April 8, 2011.

¹³³ [Liberal Arts Survey, Fall 2010](#).

¹³⁴ [Faces of the Future Survey Report, Spring 2010](#), p. 24

Actionable Improvement Plans

None



STANZ

STANDARD

Standard 2: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

2A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

2A1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Programs and courses offered in the catalog as part of a prescribed program have gone through the regular curriculum approval process to ensure that they meet various requirements, which includes articulating the connection to the mission of the institution. This process is detailed in the Curriculum Manual¹³⁵, which is reviewed and updated every academic year. As part of the course and program guide templates found in the Curriculum Manual Section IV.A., authors must connect courses and programs to the mission of the College. The Curriculum Manual (p. 6) indicates that the President's role is to review new curricular courses and programs from an institutional mission and goals perspective. Other signatories, including the Deans and the Vice President for Academic Affairs, also review the relevance of the course or program content to GCC's mission.

Credit classes that are not offered as part of any program are coursed through the Office of Continuing Education and Workforce Development. These courses proceed through a similar but separate curriculum process, which was established and implemented in AY2009-2010¹³⁶. Other courses or training programs, which provide continuing education units (CEUs), progress through the continuing education process with required signatures to ensure relevance to GCC's mission.¹³⁷

¹³⁵ [Curriculum Manual](#), March 2011

¹³⁶ [CE Course Guide](#)

¹³⁷ [CE Course Permission Form](#)

The College's TracDat database system, detailed in Appendix A and B of the 11th AIAR¹³⁸, requires assessment authors to relate program and course level student learning outcomes to institutional, Board, school, and department goals. The 11th AIAR (pp. 7-8) provides the number of program and course level SLOs linked to related goals in TracDat.

Self Evaluation

The College responds to community needs in choosing to offer programs in particular fields of study. Often, community partners articulate their needs to the College leadership, in addition to formal surveys that are conducted. For example, the University of Guam conducted a survey of nursing needs on the island, which indicated a high need for licensed practical nurses and registered nurses. The University invited faculty members in GCC's Allied Health Department to join a task force to address this need. The College then developed a Practical Nursing program in response to this need.¹³⁹ As another example, the Guam Contractors Association and GCC collaborated to determine the employee skills and training needs of association members. A survey was conducted, results analyzed, and recommendations were made regarding the workforce needs of the contractors. The final survey report can be found online at the College's website.¹⁴⁰

The Office of Assessment, Institutional Effectiveness and Research (AIER) and the Committee on College Assessment (CCA) ensure that instructional programs and College services are systematically assessed. On the average, CCA meets at least 24 times during an academic year to review assessment plans and reports. CCA reviewers examine each plan to make sure that each instructional program and course SLO is linked to the college's mission statement goal. A consolidated feedback sheet (CFS) is used to inform assessment authors if plans need to be modified to ensure such SLO is related to the mission.¹⁴¹ Departments then have the opportunity to respond to the feedback and update their plans or data as necessary.

The College began full implementation of systematically assessing instructional programs and services in fall 2004 to ensure that programs and services are of high quality and appropriate to an institution of higher education. For academic programs, this process initially began with programmatic assessment. In fall 2008, the College added course assessment to the process. In fall 2010, departments were required, as part of the regular assessment cycle, to update and develop plans for assessing all programs and courses. Non-instructional services are also required to conduct assessment activities using a similar method (articulate a plan to ensure quality and appropriateness, collect data, report the results, and use the results for improvement).

The responsibility to ensure the currency of program and course curricula falls primarily on the faculty members of the respective instructional departments. Program and course curricula are expected to be updated at least every five years; sooner if industry standards

¹³⁸ [11th Annual Institutional Assessment Report](#), pp. 7-8

¹³⁹ [Practical Nursing Program Adoption Document](#)

¹⁴⁰ [2008 GCC-GCA Employers Survey Report](#)

¹⁴¹ [Consolidated Feedback Sheet](#), Fall 2010 to Spring 2011

change or if innovation requires it. The 11th AIAR (p. 8) shows that GCC has been diligent in keeping current with its curricula. According to the 11th AIAR (p. 28), of the 20 associate degree programs, 10 programs (50 percent) did not have any course that was five years old or older. In the previous year, as reported in the 10th AIAR 82% did not have any course that was five years or older. Compliance to this requirement does require a more stringent monitoring process.

Revision and development of program and course curriculum documents are now part of the Faculty Evaluation System that was adopted in fall 2009. Since faculty members are primarily responsible for program and course revisions, accountability is now linked to evaluation and resultant pay increases. This provides incentive to keep all course and program curricula current.

Actionable Improvement Plans

1. 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.

2A1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The College serves the growing island community of about 160,000 people. With the anticipated military buildup and the increased migration from neighboring islands, the concomitant need for additional workforce has grown in the past few years and GCC has strived to meet this demand in keeping with its mission.

Data obtained from GCC's Fact Book (p. 10) indicates that enrollment at the College has been increasing.¹⁴² The Fact Book provides a five-year enrollment trend. In fall 2006 there were 1,770 students, 1,810 students in fall 2007, 1,835 in fall 2009 and 2,220 students in fall 2009, and 2,542 in fall 2010 translating to over 20 percent increase from fall 2006 to fall 2010. The top-enrolled associate degree programs in fall 2010 were Liberal Arts (now called Liberal Studies), Education, Early Childhood Education, and Criminal Justice with over 100 declared students in each program.

Self Evaluation

Career and technical education programs have advisory committees comprised of industry experts that provide guidance and input on community needs, and assist in building and strengthening courses and programs. As the 11th AIAR reports (p. 22) 59

¹⁴² [Fact Book AY2010-2011](#), p. 10

percent of all programs held the required two advisory committee meetings for AY10-11, with all but one program holding at least one meeting per academic year. Programs also rely on adjunct faculty from industry to augment instructional needs at the College. Adjunct faculty members, who are industry personnel, bring currency and relevancy to the programs and courses they teach. These adjunct members also provide input into student learning needs. Based on the AY2010-2011 Fact Book (p. 32), 40 percent of all postsecondary faculty members were adjunct.

In responding to community needs in recent years, the College has added the following programs: Certificate in Medium/Heavy Truck Diesel Technology¹⁴³, AS in Surveying Technology¹⁴⁴, Certificate in Pre-Nursing¹⁴⁵, and AS and Certificate in Emergency Management^{146/147}. The following programs were reinstated to meet the demands of the community: Certificate in Surveying Technology¹⁴⁸, AS in Food and Beverage Management¹⁴⁹, Hotel Operations, and Tourism¹⁵⁰ and Travel Management¹⁵¹.

The College gauges students' educational preparedness through English and math placement test results. The Fact Book¹⁵² (p. 23) indicates that in AY2010-11, 42 percent of students placed into the lowest developmental mathematics course, MA085 Fundamentals of Mathematics. For English, four percent placed into EN100B Fundamentals of English-Basic. This data is used to provide adequate numbers of developmental courses and to hire faculty members. The high number of students needing developmental mathematics, reading and writing courses is problematic for the College. In response, the College provides tutoring services for students enrolled in these math and English courses.

The College has undertaken the task of defining, identifying, and incorporating student learning outcomes within its programs and courses. Program and course level student learning outcomes are published in the GCC Catalog. Course level student learning outcomes are required in the course syllabus and in the SLO and Curriculum Mapping Booklet.¹⁵³ Some instructors also input detailed student learning outcomes into their syllabi. Assessing student learning outcomes at the course level began in fall 2008, with a requirement that 50 percent of student learning outcomes in 50 percent of technical requirements be assessed. Beginning fall 2010, assessment plans now include defining the means of assessment for all program and course level student learning outcomes.

¹⁴³ [Certificate in Medium/Heavy Diesel Truck Technology](#), Curriculum document

¹⁴⁴ [AS in Surveying Technology](#), Curriculum document

¹⁴⁵ [Certificate in Pre-Nursing](#), Curriculum document

¹⁴⁶ [AS in Emergency Management](#), Curriculum document

¹⁴⁷ [Certificate in Emergency Management](#), Curriculum document

¹⁴⁸ [Certificate in Surveying Technology](#), Curriculum document

¹⁴⁹ [AS in Food and Beverage Management](#), Curriculum document

¹⁵⁰ [AS in Hotel Operations Management](#), Curriculum document

¹⁵¹ [AS in Tourism and Travel Management](#), Curriculum document

¹⁵² [Fact Book AY2010-2011](#), p. 23

¹⁵³ [CD180 Course Syllabus](#)

The College published its first Continuing Education (CE) catalog in summer 2010.¹⁵⁴ The Continuing Education Catalog lists non-credit and credit courses offered through the CE Office. SLOs are also included in the catalog. Similarly, a catalog for the College's secondary programs was also developed.¹⁵⁵ The GCC Secondary Programs Career and Technical Education 2010-2011 catalog was first published in fall 2010 and updated fall 2011 Program and course level SLOs for each of the secondary programs are highlighted in the catalog.

Actionable Improvement Plans

None

2A1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The College utilizes different instructional delivery formats to include the traditional lecture, lecture and lab, practicum, internship, online, and hybrid (combination of online and traditional modalities). The delivery formats are detailed in the respective course guides, which are reviewed by advisory committee members, department chairpersons, faculty members on the Learning Outcomes Committee, the Registrar, dean, and Academic Vice President. Advisory committee members, in consultation with program faculty, review new and revised program and course documents to ensure that delivery systems are appropriate to course content and the needs of students.

In AY09-10, the College developed and adopted BOT Policy 340, the Distance Education (DE) Policy¹⁵⁶. The policy went through the governance process before being adopted.¹⁵⁷ As stated in the board-approved policy, courses offered in online or hybrid format must be of the same quality and rigor as those offered in the traditional manner (p. 4). In addition, the Distance Education Policy states that the course guide must state how the course will be delivered, in either the traditional, online or hybrid method. Other course delivery modes include internships, labs and practicum experiences. All courses, regardless of delivery, are assessed as part of the regular two-year assessment cycle.

Self Evaluation

The College offers a wide range of instructional delivery formats that are detailed in the individual course guides¹⁵⁸. Delivery formats are varied and linked to student learning outcomes. Currently, two education courses ED220 Human Growth and Development

¹⁵⁴ [CE Catalog](#), Summer 2011

¹⁵⁵ [Secondary Catalog](#), Fall 2011

¹⁵⁶ [Board Policy 340 – Distance Education](#)

¹⁵⁷ [Memos on Distance Education Policy](#)

¹⁵⁸ [Course Guide Template](#)

and CD221 Child Growth and Development are published as online courses.¹⁵⁹ In addition, ED270 Behavior Management can be offered as a hybrid course.¹⁶⁰

Prior to the adoption of the College's Distance Education (DE) Policy, there was no systematic process for providing distance education courses. Now that the policy is in effect, requirements must be met to ensure that the delivery of DE courses is appropriate. These requirements include the statement of delivery methods, the training of faculty members involved, and the assurance that online courses meet the same rigor as traditional courses.

With the successful passage of BOT Policy 340, the College has begun dialogue in providing additional online courses to meet the needs of the largely, non-traditional students of GCC. A technology audit and an upgrade of the technology portion of the Institutional Strategic Master Plan are being conducted¹⁶¹.

Actionable Improvement Plans

None

2A1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The institution has been active in its approach to identifying, defining, and incorporating student learning outcomes within its programs and courses since 2001. Course and program-level student learning outcomes are clearly articulated in the College Catalog and the SLO Booklet. Through numerous meetings, workshops, and campus-wide forums, the campus community has been presented with opportunities to participate in dialogue about student learning outcomes. Course syllabi now list all course level student learning outcomes. Some instructors also list detailed SLOs, as exemplified in the CD180 syllabus attached here.¹⁶²

In AY09-10, the College began expanding the discussion of student learning outcomes among students. An "SLO Jingle Contest" was initiated in fall 2010 as one of the first efforts to directly educate students on student learning outcomes beyond the classroom.¹⁶³ GCC students, alumni, faculty, staff, and administrators were invited to participate and a winner was selected. The winning jingle was played at the GCC accreditation update

¹⁵⁹ [ED 220 Human Growth](#) and [CD221 Child Growth and Development](#) Course Guides

¹⁶⁰ [ED270 Behavior Management](#)

¹⁶¹ [CGC Minutes, March 2011](#)

¹⁶² [CD180 Syllabus](#)

¹⁶³ [SLO Jingle Contest Poster](#)

meeting held in February 2011. In spring 2011 an “SLO Song Contest” was held¹⁶⁴, and in fall 2011, an “SLO Music Video Contest” was announced.¹⁶⁵

Student learning outcomes for courses, programs, certificates, and degrees have been systematically assessed. The College uses a two-year assessment cycle which begins with a plan for assessment of the student learning outcomes entered into TracDat. The process is detailed in Appendix A and B in the 11th AIAR. Assessment of course level student learning outcomes began in fall 2008 and is now part of the regular assessment cycle. The 11th AIAR also details, in Appendix C, the assessment loop of all programs and units under Groups B,C, and D. The assessment report, also in TracDat, details how the results will be used to make improvements. A sample report is attached for the AA in Education.¹⁶⁶ This two-year assessment cycle serves as the program review for all educational, administrative and service units. Detailed program and course reviews are also conducted as needed because of issues such as budget and enrollment. The AVP Saga Report provides a detailed program and course reviews, including those for the Liberal Arts program and the Work Experience program. Based on these reviews, the recommendations, made on these programs will drive the changes that will occur in these programs.¹⁶⁷

Self Evaluation

The College’s program and course guides require the articulation of student learning outcomes. Program-and course level student learning outcomes are also published in the College catalog beginning on page 90. The College has seen an increase in the number of courses with SLOs in the catalog, starting with 18 percent when the requirement was first implemented in fall 2008, to nearly 100 percent in the spring 2010 catalog¹⁶⁸ (p. 5 of the 11th AIAR), and fully 100% in the fall 2011 Catalog. With the TracDat assessment tool, the student learning outcomes are clearly defined and inputted for courses, programs, certificates, and degrees. Training on student learning outcomes and inputting into TracDat is provided at least twice a year to departments or programs, and individual training is also provided upon request.

Course and program level student learning outcomes are included in the course and program guide^{169/170}, along with detailed student learning outcomes. Faculty members are primarily responsible for creating student learning outcomes, with input from advisory committees as appropriate. This method ensures that student learning outcomes are at the collegiate level. In addition, faculty members articulate a plan on how to assess course-and program-level student learning outcomes, collect data, report the findings, and then describe how the results will be used for program improvement. Starting AY09-10, assessment authors were required to input information on budget implications into TracDat.

¹⁶⁴ [SLO Song Contest Poster](#)

¹⁶⁵ [SLO Music Video Poster](#)

¹⁶⁶ [Associate of Arts in Education](#), Curriculum document

¹⁶⁷ [AVP SAGA Report, Fall 2011](#)

¹⁶⁸ [11th Annual Institutional Assessment Report](#), p.5

¹⁶⁹ [Course Guide Template](#)

¹⁷⁰ [Program Guide Template](#)

The Committee on College Assessment (CCA) reviews and rates assessment plans at the program-and course level. A Consolidated Feedback Sheet¹⁷¹, which describes in detail the comments and recommendations for changes to the plans, is electronically sent to program authors for review. Suggested changes are identified in the CFS.

Actionable Improvement Plans

None

2A2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

The College is responsive to the educational, workforce development, and personal growth needs of its island and its regional partners through program and course offerings. The Academic Vice-President reviews all instructional courses and programs regardless of type of credit awarded, delivery mode, or location. Regular courses offered in the catalog go through a curriculum approval process that is outlined in the Curriculum Manual. The Learning Outcomes Committee (LOC), which combined the previously called Curriculum Committee and General Education Committee, was changed via the contract between the AFT Local 1581 and the GCC Board of Trustees, adopted in August 2010¹⁷². The General Education and the Curriculum Committee were merged to create the LOC, as the committees are related in their focus and work. The LOC is a standing committee of the Faculty Senate and has established processes by which it makes recommendations to the Academic Vice President on curricula-related matters. The charge of the LOC as outlined in the Board-Union Agreement is to ensure and regulate “curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsive to the evolving needs of the community.”¹⁷³

Courses for credit that are not part of a program are processed through the Office of Continuing Education and Workforce Development. There is a separate, but similar course guide template for these courses¹⁷⁴. The main difference is that approval of the LOC is not needed for credited courses run only through Continuing Education. This expedited process is indicative of the College’s responsiveness to community and/or industry needs, as requested. A syllabus is required with specific student learning outcomes for non-credited courses. For other workshops and training programs, such as those for continuing education units, a course guide or syllabus is not required. However, these offerings are still processed

¹⁷¹ [Consolidated Feedback Sheet](#)

¹⁷² [Board-Union Contract](#), October 2010

¹⁷³ [Board-Union Contract](#), October 2010, p. 27

¹⁷⁴ [CE Course Guide Template](#)

through Continuing Education, with the Academic Vice President providing the final review and approval.¹⁷⁵

Evaluation of courses, training programs and workshops are conducted when the course or program is near completion. This feedback assists the faculty and departments in making improvements for future offerings.

Self- Evaluation

The College's course and program guides provide a means to assure quality and improvement. All curricula must obtain the approval of several signatories prior to initial offering. Current courses and programs must be updated at least every five years, but may be updated earlier when course and program assessment dictate the need for changes.

When course and program guides reach the LOC, at least two faculty members are assigned to review the documents and provide recommendations to the committee for approval or for additional changes. Sometimes authors are asked to attend meetings to explain or describe parts of documents as needed.

Evaluation of non-credited courses, workshops, and training sessions is left to the discretion of the instructors, department chairpersons, or program managers. This evaluation however, is not required and there is no process in place to ensure that these courses, workshops, or training sessions are evaluated for content and effectiveness.

Actionable Improvement Plans

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

2A2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Course and program documents contain course level and detailed student learning outcomes. Since course and program guides are initiated at the department level, faculty members are almost always responsible for the identification and design of student learning outcomes for courses and programs. Advisory committee members review and provide feedback to course guides as well. Authors submit their course or program documents to the respective department chairperson, the Registrar, and dean. If approved, the respective dean forwards the document to the LOC.

¹⁷⁵ [CE Course Permission Form](#)

The LOC reviews and acts on all proposals for new courses and programs, and reviews and approves all revisions of established courses and programs. Authors follow the process set in the curriculum manual, which is updated annually. When the final versions of the curriculum documents have been approved, the course is added to the College catalog and may be scheduled. A copy of the official curriculum document is kept on file in the Academic Vice President's office. Copies of approved curriculum documents are provided to AIER and are uploaded onto TracDat in their respective programs and/or departments.

Self Evaluation

Faculty members play a central role in the establishment and improvement of instructional courses and programs. Faculty members author almost all course and program curriculum documents, for both course and program adoption, and substantive revisions. In these documents, course level and detailed student learning outcomes are established. As needed, advisory committee members and other department faculty review the documents to ensure that the content of the guides are appropriate and collegiate. When significant changes are made to courses that are part of a program, the program document must also be reviewed and revised as necessary. Department chairpersons, who are faculty members, must review and approve such documents. In addition, for regular courses, faculty serving on the LOC review and approve the documents as well. Thus, the institution assures that it relies on faculty disciplinary expertise for establishing the quality of its courses and programs through the regular curriculum development and approval processes.

All courses and programs are now being assessed every two years, with full implementation occurring in fall 2010 with the submission of plans for course and program assessment. Faculty members must develop assessment plans for program and course level student learning outcomes. Plans must include means of assessing the student learning outcomes and the criteria for success. As part of the program guide, faculty members must also complete the SLO map.¹⁷⁶ This map connects course level SLOs to program and institutional SLOs which are called Institutional Learning Outcomes (ILOs).

Appendix C of the 11th AIAR provides a consolidation of how programs used their assessment results for program improvement¹⁷⁷. This includes changes in degree programs, modifications in instructional methods and the hiring of instructors.

Actionable Improvement Plans

None

2A2b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes*

¹⁷⁶ [SLO Map](#)

¹⁷⁷ [11th Annual Institutional Assessment Report](#), p. 50

for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The process of identifying and measuring student learning outcomes is part of the course and program approval process detailed in the curriculum manual. Input from the advisory committee is also part of this process. This process is applied toward all courses, certificates, and degree programs, including general education and career and technical education (CTE).

Faculty members are responsible for the development of competency levels and measurable student learning outcomes at the course and program levels. Course mapping is also done to relate program-specific student learning outcomes to general education outcomes, when appropriate, as well as institutional learning outcomes. This allows faculty members to see the connection among course and program level, institutional, and general education student learning outcomes. The SLO map also provides a path for achieving student learning outcomes required of a course, program, and certificate.

Self Evaluation

Guam Community College has established advisory committees for CTE programs. Departments are required to hold two meetings per school year with their advisory committees. Minutes of the meetings are uploaded into TracDat. A review of the 11th AIAR's (p. 22) compliance rate for advisory committee meetings indicates that all but one program met at least once with their advisory committee in AY10-11

The institution relies on faculty and advisory committee members' expertise for review and development of student learning outcomes for courses and programs, when appropriate. Faculty input is required for all course and program curriculum documents and this is documented in the curriculum manual.

Instructors of specific classes, following the course guide and departmental practices and policies, conduct direct assessments of student learning at the course level and record student achievement of those outcomes in their assessment plans. At the end of the semester, all instructors are required to turn in records of course grades and a breakdown of how the grade was calculated, including individual assignments and exams.

Course and program student learning outcomes are assessed regularly as part of the two-year assessment cycle set forth by the College. All active programs and courses are required to input student learning outcomes, means of criteria, and competency level in TracDat. According to the 11th AIAR (p. 4), the compliance rate since AY06-07 for the Academic Affairs Division range from 55 to 87 percent. However, this includes all programs and units, including secondary programs and administrative units.

Course mapping clearly shows the path to achieving student learning outcomes at all levels, and relates it to institutional learning outcomes as well. At the course level, the means of

assessment and criteria must be defined in the course guides. At the program level, means of assessment and criteria must also be defined in the program guide.

Actionable Improvement Plans

None

2A2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Guam Community College has several methods of ensuring high quality education. The first is through the curriculum development process. Course and program documents are coursed through several signatories to ensure the breadth, depth, and rigor of the course and program. Advisory committee members also provide input into course and program development and review. Program documents must provide a course sequencing to ensure that programs can be completed within a year for most certificate programs, and two years for degree programs. Program documents also detail the required courses to ensure synthesis of learning. Curriculum document signatories include the department chairperson, Registrar, dean, LOC, and the Academic Vice President. The president also must sign for new course and program adoption submissions.

At the course level, faculty members ensure standards of quality and alignment with the College mission statement. Faculty members must provide a syllabus within the first week of classes, although almost all faculty members provide it on the first day. Syllabi detail the student learning outcomes and the evaluation process. These are reviewed every semester by the department chairperson and the adjunct associate dean.¹⁷⁸

In addition, the Assessment and Counseling Department developed Student Educational Plans for all the different programs at the College, a sample of which is attached here.¹⁷⁹ Students can access these plans on the College website. The plans assist students and their academic advisors in developing a plan towards completion, dependent on the students' goals, resources, time and other factors. Department chairpersons are now responsible for updating the plans when program and course changes are made via the curricular process.

Self Evaluation

Faculty draw their classroom expectations from their knowledge of the topics and skills that students will need to successfully enter the workforce or to transfer to a four-year institution. Faculty members have the opportunity to apply for funding for professional development activities through the faculty-driven Professional Development Review Committee (PDRC)¹⁸⁰. This includes on- and off-island conferences, training and

¹⁷⁸ [Syllabus Checklist](#)

¹⁷⁹ [Sample of Student Educational Plan for Early Childhood Education](#)

¹⁸⁰ [PDRC Application](#)

workshops. This type of training provides faculty members with the latest knowledge and skills in their respective fields or in teaching strategies. As a PDRC requirement, faculty members are required to detail an action plan for using their latest knowledge and skills. This may include training their colleagues in the department or other faculty members, and revising course and program documents. In addition, faculty members can apply for tuition reimbursement up to \$2,500 per academic year. As part of the tuition application process¹⁸¹, faculty members must articulate an individual education plan, including how the activity will benefit the College in the long run.

The new faculty evaluation system and the parameters for advancement-in-rank are also set up to reinforce good teaching practices.¹⁸² Faculty members are encouraged to present and attend workshops and training, return to school for credited courses, and to develop their teaching skills. A dean or associate dean also observes and evaluates faculty members while they are teaching. Faculty members are given written feedback and suggestions for improvement. Their feedback is used as part of the evaluation system. This feedback assists in assuring high quality instruction at the college.

Educational plans are provided for all students in all programs at the College. The plans provide a list of required courses, identify courses that articulate to the University of Guam, and provide information on courses that may be offered only in a certain semester. Academic advisors use these plans to assist students in meeting their educational goals and to provide guidance on course prerequisites and restricted course offerings to ensure proper sequencing.

Student evaluation of instructors and courses is another mechanism in place to ensure and support the high quality of instructional offerings at the College. Before 2009, the College used the Climate Survey to evaluate full-time and adjunct faculty members. In 2009, the College piloted the Individual Development and Educational Assessment (IDEA) Survey¹⁸³. Questions about the implementation and use of the survey arose, and the College sent a dean and a faculty member for training^{184 185}. They in turn provided training to all faculty and department chairpersons when they returned. College staff, administrators and students administered the evaluations. In fall 2010, all full-time faculty members were evaluated in one course. In spring 2011, students were given the opportunity to evaluate all instructors, full-time and adjunct, in all courses. Difficulties were experienced in evaluating online courses, as an online version was not available and students were asked to come into the office and complete the forms. In the new faculty evaluation system, faculty members have the option of using the results of their IDEA scores in their evaluation.¹⁸⁶

¹⁸¹ [PDRC Tuition Application](#)

¹⁸² [Faculty Evaluation System](#)

¹⁸³ [Memo from AIER to all faculty about IDEA evaluations](#)

¹⁸⁴ [Trip report for IDEA training](#) – Sarah Leon Guerrero, faculty

¹⁸⁵ [Trip report for IDEA training](#) – Dr. Michelle Santos, Dean

¹⁸⁶ [Faculty Evaluation Form](#)

The College provided a report on the IDEA student rating results in spring 2011.¹⁸⁷ The report concluded that, in general, GCC classes performed well in terms of progress on relevant objectives and made better progress on relevant objectives compared to the IDEA database. In addition, GCC students have a positive regard for faculty and courses, and have a higher regard for faculty, a more positive perception of their courses compared to the IDEA database, have a positive perception for teaching effectiveness at the College, and have a more positive perception of teaching effectiveness compared to the IDEA database (p. 25). Recommendations include more student-faculty interaction outside of class, more “hands on” projects such as research, case studies, or “real life” activities, and more timely and frequent feedback on tests, reports, and projects to help students improve their class performance.

Actionable Improvement Plans

1. 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.

2A2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The College continues to develop and diversify delivery modes and teaching methodologies to reflect the needs of its students. Most classes are held in the traditional manner, face-to-face in a classroom or laboratory setting. Laboratory settings include shop areas, language labs, service learning, and even community labs where students practice out in the community. Some courses are held as practicum or internship experiences usually as a capstone course, where students work in industry, paid and non-paid, in their respective fields. Other courses include observation experiences for students.

Students with disabilities receive support through the Office of Accommodative Services. Depending on their disability and unique learning styles, students may be provided with note-takers, sign language interpreters, separate testing rooms, recorded readings, mobility aids, and extra time to complete assignments or tests.

Self Evaluation

The College’s course and program documents specify delivery modes and teaching methodologies to be relevant to the student learning outcomes, and to reflect the diverse needs and learning styles of students.

In AY09-10, a subcommittee of the Curriculum Committee (now LOC), developed a Distance Education Policy for course delivery through online or hybrid modes. Students,

¹⁸⁷ [IDEA Student Ratings of Instruction Survey Results](#), Spring 2011

faculty members, staff and administrators were given the opportunity to provide feedback to the policy in different forums. The policy was approved by the Curriculum Committee and then sent through the governance process, i.e., the Faculty Senate, College Governing Council (CGC), and the President. The GCC Board of Trustees approved the policy in July 2010¹⁸⁸. The policy was in response to an increase in demand from faculty and students for more distance education courses, and to ensure that distance education courses contained the same rigor as traditional courses.

Faculty members are given opportunities to seek training in meeting the diverse needs and learning styles of students through the Professional Development Review Committee¹⁸⁹. Faculty members have attended both on- and off-island workshops for professional development purposes. As part of the application process, faculty must articulate a plan to share what they have learned. This usually includes training of other faculty members and course guide development. The PDRC has also brought in different speakers to address this area during Professional Development Day. Increasing numbers of faculty have incorporated various technologies into their teaching, including audio-visual materials and software programs, and have made familiarity with Internet sources an element of assignments. Training in various technologies has been provided at Professional Development Day and has been supported by the PDRC. Faculty members have increased opportunities for using technology as a methodology as more classrooms are set up with multimedia projectors and access to the Internet. These Smart Classrooms are furnished with all or some of the following equipment: projector, wall interface box, smart lectern, PC network with Internet connection, DVD, VCR, document camera, microphones, smart boards and speaker systems. The Learning Resource Center and the different departments also have media available for checkout by faculty members.

In December 2008, a complaint was filed against Guam Community College to the U.S. Department of Education's Office for Civil Rights (OCR).¹⁹⁰ The allegation against the College was that it failed to provide academic adjustments and auxiliary aids to students with disabilities. Notice was given to the College in January, 2009 and the College entered into a "Resolution Agreement" with the OCR. Three options were provided to the College as a means to resolution. The College could deny the allegations and the OCR would proceed with a full investigation, the College could admit to the allegations, or the College could enter into a Resolution Agreement with the OCR. The College committed to the third option, the Resolution Agreement, as a means of improvement without admitting fault.

As of fall 2011, the College has complied with all terms of the Agreement, with very minor changes left to resolve relative to the handbook for students with disabilities. This process has pushed the College to seek more training and provide more training opportunities for full-time and adjunct faculty members regarding the accommodation of students with disabilities. In fall 2009, all faculty members, including adjunct, were required to attend a two-hour training on working with students with disabilities. Additionally, the college has worked on the timeliness of preparation of the notification of accommodations needed by

¹⁸⁸ [Board Policy 340 – Distance Education](#)

¹⁸⁹ [PDRC Application](#)

¹⁹⁰ [Office of Civil Rights Complaint against Guam Community College](#)

each student for their respective faculty. The College has hired a 12-month program specialist and a full-time support staff member to ensure there are no gaps in services. The College continues to work diligently to meet the needs of all students, including those with special needs.

Actionable Improvement Plans

None

2A2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The Office of Assessment, Institutional Effectiveness and Research (AIER) spearheads the assessment of courses and programs, and provides a structure for ongoing systematic review of courses and programs using a two-year assessment cycle. Program assessment has been practiced consistently at the college since 2001. In fall 2008, the College added a mechanism for course assessment in response to ACCJC requirements. In fall 2010, programs had to articulate a plan for full program and course assessment. The program review process at Guam Community College serves as the primary procedure for documenting the evaluation of courses and programs for instructional departments.

Self Evaluation

The comprehensive assessment process at Guam Community College details the plan for assessment of courses and programs. Part of this assessment plan includes the means of assessment (criteria and artifacts/tools), links between program and course outcomes, relatedness to the ISMP, mission statement, and division and school goals. Departments must also report on data collection, use of results, needed resources, and impact on budget. The Committee on College Assessment (CCA) is tasked with reviewing the information inputted into TracDat by departments/units and making recommendations for improved assessment processes. This committee is comprised of seven faculty members, including one post-secondary faculty member who chairs the committee, as well as six administrators and staff, along with a student representative. The assistant director of AIER serves as co-chair of the committee. This committee has met weekly since 2001. Its weekly meeting notes are posted in the AIER website (guamcc.edu/aier).

Program review reports are produced by and for departmental faculty with the active participation of the deans. These reports are presented for review and feedback up to the level of the president and intended to become resources for institutional planning, decision-making, and resource allocation. It is expected that department goals identified through the program review process move the College's planning agenda forward.

The College's assessment process follows a two-year cycle and TracDat is used to record this process. For organization and monitoring purposes, the CCA has classified academic

programs, student services and administrative units into four groups: Group A (Associate Degree), Group B (Certificate), Group C (Administrative Units & Student Support Services), and Group D (Special Programs). Every semester, each group is expected to comply with a specific assessment requirement (i.e., develop plan, complete assessment report). Prior to the due date, the Office of AIER conducts both beginner and refresher training sessions. Training is provided to departments as well as to individuals as needed. The Office of AIER is also available via email, telephone, and personal visits for technical assistance with TracDat, or for questions regarding assessment requirements.

The College's assessment process has been refined over the years. Training is provided on a continuous basis. Through program health indicators such as enrollment data, retention, and persistence rates are not integrated as part of the data collection in TracDat, much of this data, however, can be found in the College's annual Fact Book. In addition, program specific information can be requested from the College's institutional researcher. The institutional researcher began training faculty in fall 2011 to extract program information directly from the Operational Data Store (ODS), a separate server that extracts data from Banner.

Actionable Improvement Plans

None

2A2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

At Guam Community College, systematic evaluation and planning occur through the program review and course assessment process, which assures the currency and achievement of stated student learning outcomes. This systematic process has been occurring since 2001, and TracDat has been used as a repository for assessment data since then. The College is now in the latest upgraded version of TracDat, which is version 4.

Self Evaluation

The College has had an assessment cycle schedule for all programs, courses, administrative units and student service units since the assessment process was institutionalized by BOT Policy 365 in 2003. As part of the ongoing systematic evaluation of student learning outcomes, the Office of Assessment & Institutional Effectiveness and Research maintains various matrices and monitors the compliance of assessment submissions based on a two-year cycle through the publication of its Annual Institutional Assessment Report (AIAR)

which began in AY2001-2002. Fall 2010 marked the eleventh year publication of the College's AIAR.

Actionable Improvement Plans

None

2A2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Requirements for certificates, including identification of required examinations, are outlined for each program of study that offers a certificate. Rigorous attention is paid to meeting all local, state and federal rules and regulations. In certain departments, certain certification examinations are administered by the faculty in that department.

Self Evaluation

Although not widely used, when course and program examinations are administered, efforts are made to validate the effectiveness in measuring student learning and minimizing test biases. For example, for EN100W (Fundamentals of English-Writing), students are given an exit examination. All students are given the same three possible topics for writing their essays. The department then chooses one out of the three topics for students to write. Students must then compose an essay. Faculty members, who are not the students' instructor, grade the final essay. A second faculty member also provides grading for validity and to minimize test bias.

No other programs require national examination or certification for course passage. Some programs, such as the Practical Nursing program, encourage students to sit for national exams and to report their scores to the College. According to the 2010 GCC Annual Report (p. 12), out of the 26 graduates in the Class of 2009, all passed the National Council Licensure Exam (NCLEX).

Actionable Improvement Plans

None

2A2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are clearly stated in the College catalog. Additionally, the course guide document also defines the means of

evaluation, and how credit is awarded for each course. Faculty are required to distribute syllabi to all students at the beginning of the course. Syllabi must define the expectations of the students for each class and the evaluation and standards required to achieve a certain grade. The syllabi functions as a contract between faculty and students for the semester and may be used as a critical reference in addressing and settling student grievances. Adjunct faculty members are provided model syllabi by the department chairperson to ensure consistency.

Self Evaluation

Students demonstrate learning outcomes through various methods. Evaluation of individual student performance includes but is not limited to: written examinations, performance checklists, essays, research papers, problem solving activities, lab experiments and oral presentations. These are clearly defined in the course guide and in the syllabi. Rubrics are often used, especially for course and program student learning outcomes, to provide standardization of grading.

Guam Community College has no formal processes to address grading differences or grade distributions within a discipline. Consequently, the disciplinary faculty are responsible for establishing their own grading criteria, through the evaluation process must be documented in the syllabus. This can mean however, that the same course will have different evaluation criteria and methods if different instructors are teaching the same course. With a large dependence on adjunct faculty members who are not formally trained in evaluation processes, this can be problematic.

During the fall semester 2010, the academic vice-president requested that the Learning Outcomes Committee of the Faculty Senate address concerns regarding post secondary labs and credit hours.¹⁹¹ The purpose was to address upcoming requirements from USDOE/ACCJC to review credit hour assignments to ensure that college course offerings meet the federal definition of a credit hour. The LOC formed a subcommittee to conduct research on this issue and they reviewed several policies and directives, including those from ACCJC and the USDOE. On April 2011, the subcommittee submitted a memorandum to the LOC as a whole, and the LOC submitted this memo to the AVP as part of the end-of-the-year report.¹⁹² In the spirit of participatory governance, the memo was sent to the Faculty Senate at the beginning of fall 2011. The Faculty Senate reviewed the recommendations by LOC and recommended that the LOC further clarify field experiences, such as practicum and co-op, and provide a formula that matches hours to credits that address other and future courses, since the recommendations only address current courses, mainly those in the Board-Union contract.¹⁹³ At the time of this writing, the LOC is still reviewing the Faculty Senate request and an update is expected at the beginning of Spring 2012.

¹⁹¹ [AVP Memo FS on PS Labs](#), November 5, 2010

¹⁹² [Subcommittee memo on postsecondary labs](#), April 1, 2011

¹⁹³ [FS Minutes](#), October 25, 2011

Actionable Improvement Plans

1. 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. This discussion should be guided by the federal definition of credit hour.

2A2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Program-level student learning outcomes are articulated in the program guide. These student learning outcomes are also mapped to the required courses and the institutional learning outcomes. Since the responsibility of program development and review lies with program faculty members, these faculty members are often the ones who articulate these outcomes based on input from industry, via the advisory committee or through feedback from employers and graduates.

Self Evaluation

Program learning outcomes are clearly defined in the GCC catalog on the website, and in program curriculum documents and course syllabi. Students must successfully achieve the expected student learning outcomes as defined. Different evaluation tools are set by the program faculty members and defined in the course syllabi, and are used to assess achievement of the student learning outcomes.

The program curriculum documents for degrees and certificates also outline the expected learning outcomes and the requirements for student achievement. Different signatories must review these documents. In many programs, there is a capstone course, such as practicum or internship, which measures the student learning outcomes. For some programs, these program-level outcomes are measured in different courses. Others have industry or national standard testing that are accepted as student achievement at the collegiate level. In most courses, however, rubrics are often used to provide a standard measure of student achievement.

When developing or reviewing program and course guides, faculty members also look at courses at other institutions for articulation purposes and to ensure that the course is taught at the collegiate level.

Actionable Improvement Plans

None

2A3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its

catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The College publishes a catalog annually that lists the general education requirements for all associate degree and certificate programs. In fall 2010, new general education requirements for associate degree programs went into effect. As a direct response to the 2006 Evaluation Report, the main changes were the addition of a Humanities and Fine Arts section, and the increase in course options under all categories to provide choices for students based on their individual program needs. In addition, in fall 2009, the mandated English and math courses for the certificate programs were changed so that individual programs can establish their own math and English needs based on advisory committee and industry input.

Self Evaluation

The College relies on the expertise of its faculty, via the LOC, when generating and revising curriculum to demonstrate the appropriateness of any recommended course for inclusion in the general education curriculum. The LOC was restructured to integrate the responsibilities of the former General Education Committee and the Curriculum Committee, in order to accommodate the comprehensive examination of stated learning outcomes for courses and improved communication regarding student learning outcomes. The Catalog clearly states the recently revised general education requirements for degree programs¹⁹⁴. In the past, the College had five categories of general education requirements. After close examination of the stated learning outcomes and recommendations from the 2006 ACCJC visit, the College realized a need for one more area. Beginning fall 2010, the general education component for degree programs now has six categories with specific levels of coursework that can be used to meet each category. The Catalog clearly lists the specific courses that fulfill the 19-20 credits needed to meet general education requirements for associate degree programs. The categories include: (1) English Composition – 3 credits; (2) Mathematics – 3 credits; (3) Natural & Physical Sciences – 4 credits; (4) Social & Behavioral Sciences – 3 credits; (5) Computer Literacy – 3 credits; and (6) Humanities and Fine Arts – 3 to 4 credits. The categories and courses follow the GE policy change process¹⁹⁵, which was reviewed and recommended by the former General Education Committee, the Faculty Senate, the deans, and the Academic Vice President.

These general education courses function as the students' introduction to comprehending present day society's principles, concepts, methodologies, digital interpretations, and ways of communicating under various disciplines. These general education courses also meet the College's Institutional Learning Outcomes (ILOs) that were recommended,

¹⁹⁴ 2010-2011 [College Catalog](#), p. 46

¹⁹⁵ [Gen Ed. AVP Memo](#)

approved and adopted by the Board of Trustees in December 2009¹⁹⁶. These ILOs represent the knowledge, skills/abilities and values students should develop and acquire as a result of their overall experience with the College.

The new general education requirements are just over a year old, and the Learning Outcomes Committee is currently discussing a process for deleting or including courses under these requirements.

Actionable Improvement Plans

None

2A3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The newly adopted ILOs link divisions, departments, units and programs at the academic and non-academic levels. The ILOs were also a part of the processes for establishing general education requirements for associate degrees. The newly adopted general education requirements contain the major areas of knowledge, including humanities and fine arts, natural sciences and social sciences. Recommended additions or revisions must go through the approval process involving the department, division, Learning Outcomes Committee, Academic Vice President, and the President.

Self Evaluation

In fall 2010, initial implementation of general education requirements for degrees began after two years of campus dialogue on this issue. The former General Education Committee, comprised of faculty members in these areas, following a recommendation by ACCJC, recommended a change to the Faculty Senate. The Faculty Senate then solicited input from faculty members and the campus community. Slight changes were made and these were sent to the Academic Vice President for approval. Major changes included the addition of a Humanities and Fine Arts section and the reduction of credits from six to three in the Social Sciences area. In addition, students were given additional choices under each category to better meet their individual needs. The new general education component, which was effective in fall 2010, is described on pages 47-48 in the College Catalog. Students can find the general education requirements in the catalog and on handouts, including student educational plans. These are all available from the counseling office, faculty, and on the website. The Student Handbook distributed to new students also refers them to the College Catalog for this information.

¹⁹⁶ [ILOs, BOT Minutes, 9 December, 2009](#)

Just like other courses, the courses listed under the general education requirements are required to undergo assessment. This helps ensure that students are achieving the basic course content and course level student learning outcomes.

The College requires that general education be a component of all degree programs. The LOC is responsible for assuring that courses satisfying the general education requirements are aligned with the newly adopted ILOs.

Actionable Improvement Plans

None

2A3b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

With the implementation of the new categories in general education, it is now easier to distinguish that all fields of knowledge are developed upon completion of such courses. With the recent adoption of the ILOs, students who attend the College will obtain the knowledge, skills/abilities, and values of a life-long learner.

Self Evaluation

The College requires students who complete their general education curriculum to be capable of productive lives and lifelong learning through the successful completion of courses in the respective categories. Upon completion of the general education requirements, students will have obtained the ability to communicate orally and in writing, interpret information digitally and non-digitally, make quantitative and scientific decisions, and seek and grasp information. All degree programs are required to link courses with the ILOs through the Student Learning Outcomes (SLO) mapping process found in the SLO mapping booklet¹⁹⁷.

In addition, the College continues to offer a limited selection of distance education courses (in the Education department, particularly) through which students gain appropriate levels of knowledge as well as increased skills in the use of computers and related technologies. These distance education courses, both fully online and hybrid (though limited) allow students an opportunity to acquire additional skills in the use of computers and related platforms and software necessary for distance learning.

All degree programs at the College have as part of their general education, math and English requirements which ensure oral and written communication and quantitative reasoning. Certificate programs also have English and math requirements specific to the

¹⁹⁷ [SLO Mapping Booklet](#)

different programs. Faculty members complete a SLO mapping guide to show the connection of general education courses, Institutional Learning Outcomes and student learning outcomes in specific courses.

Actionable Improvement Plans

None

2A3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The general education requirements, now including courses in humanities and fine arts, provide introductions to ideas pertaining to ethics, history, politics, aesthetic appreciation and cultural diversity. Many other courses also integrate these areas into the coursework of several degree programs at the College.

Self Evaluation

Service learning at the College was initiated through the Hawaii Pacific Islands Campus Compact (HPICC) grant. Many courses, such as American Sign Language and Introduction to Philosophy, have the additional element of service learning (SL), which can serve as a stepping stone toward civic engagement and provides skills in developing students into effective citizens. Some of these courses are identified in the Schedule of Classes as SL. Implementation of service learning, however, is dependent on the instructor. Different sections of the same course may have different or no service learning requirements. In addition, not all courses that use service learning are identified as such in the schedule. These courses, along with the other general education requirements, provide a platform to introduce students to ideas pertaining to cultural diversity, civic, political, and social responsibilities, including cultural and aesthetic appreciation.

While the initial HPICC grant expired in 2009 when the University of Hawaii did not receive its award, many activities continued and many faculty members were trained in the use of service learning as a tool for improving student learning outcomes. The College's commitment to service learning continued by appointing a program specialist to the Center for Civic Engagement in January 2010. In 2010 and 2011, two GCC students were recipients of HPICC awards. Renewed efforts are in place to continue with training and student engagement.¹⁹⁸

The implementation of the revised and additional general education requirements and the adoption of the ILOS clearly provide a mechanism for departments to more clearly promote what it means to be an ethical human being. Opportunities are identified through

¹⁹⁸ [HPICC awards](#)

the SLO mapping process where courses address the different skills in being an ethical human being and an effective citizen. General education requirements however only apply to degree programs. Thus, departments must evaluate their SLO mapping to ensure that students who are not in degree programs still have opportunities to learn about becoming an ethical human being as well as an effective citizen.

Actionable Improvement Plans

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

2A4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The College offers 20 programs of study leading to an Associate of Arts or an Associate of Science degree, and 17 programs leading to a Certificate. In addition, the College offers 17 specialized industry certifications. The 2011 Fact Book reported that the top four associate degree programs were Criminal Justice, Education, Early Childhood Education, and Liberal Arts.

Associate degrees typically require two years of full-time study and certificate programs typically require two semesters. The length of time may vary according to individual student wants and needs, as well as their placement into English and math courses.

Self Evaluation

Typical of many other community colleges, an associate degree at the College requires 60+ degree-applicable units. As part of their 60+ unit educational plan, students must complete units in General Education and technical education, which comprises the major selected by the student. General education requirements are standard and technical requirements vary by program. The curriculum framework for the area of inquiry is designed to be sequential and allows for focused study within the area of concentration. The General Education segment is designed to introduce students to broad areas of knowledge, theoretical foundations, and methods of inquiry. Students who choose to focus on a specific area of career and technical education can also choose a certificate of achievement in certain majors.

Almost all of the college's career and technical education programs include an associate degree option. These programs require 19-20 credits of general education courses. Some programs have electives so that students are able to meet their needs for their specific workforce or transfer goals. Advisory committees guide the career and technical education programs, in terms of providing input for program revamp or expansion, as the case may be. In addition, course and program curriculum documents go through

comprehensive review by the Department Chairperson, Deans, Registrar, LOC, and Academic Vice President and President (in the case of new programs and courses).

Actionable Improvement Plans

None

2A5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The College ensures that students completing career and technical education certificates and degrees demonstrate technical and professional competencies through the input of advisory committee members, course and program development and review, and the assessment process. A graduate survey instrument is sent out to graduates to gain information pertaining to their readiness in terms of the skills acquired upon completion of a particular program.

Self Evaluation

Industry standards, local needs and improvements in the curriculum drive development of and continual upgrades to career and technical education programs. Through input and involvement from advisory committees, internship sites, practicum, CO-OP field experience, and other business partnerships, students completing degrees and certificates have the knowledge and skills necessary to enter into the workforce as successful employees in their chosen field.

Although graduate follow-up surveys are sent out one year after graduation, the return rate for this survey has been historically low. For the past few years, the College has conducted a raffle for various prizes as an incentive for graduates to return their surveys. With the results of these surveys, degree and certificate programs can better assess whether they can implement the improvements suggested.

Actionable Improvement Plans

None

2A6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

2A6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College's policy regarding evaluation and acceptance of course work that students complete at another college is published beginning on page 31 of the College Catalog. The Registrar is responsible for evaluating transcripts and determining transferability of coursework. The Registrar seeks faculty input and expertise, as appropriate and as needed, in determining the equivalency of course content. The College Catalog also lists recognized accrediting bodies and current articulation agreements with institutions in the Pacific area, including the University of Guam¹⁹⁹, Chaminade University, the University of Hawaii²⁰⁰, and the College of Micronesia-FSM²⁰¹.

Self Evaluation

Different practices exist for evaluating coursework completed at other institutions. The Registrar reviews existing articulation agreements between institutions or regional agreements, such as the Pohnpei Accord²⁰². The Registrar also reviews other College's accreditation, which must be from an accredited U.S. institution or foreign equivalent. Accreditation bodies recognized by the College are listed in Appendix I of the Catalog.²⁰³ Foreign institutions must be recognized by their country's education ministry or higher education organizations as accredited in their country. Online U.S. schools must be recognized by either the Distance Education Training Council or the accrediting body for the region in which they are physically located. The Registrar also reviews the applicability of coursework toward the equivalent coursework required by the student's declared program. The College may accept courses within the discipline designation, even if there is no direct equivalence, on a case-by-case basis. For example, a History course taken elsewhere but not offered at the College will transfer as a history course at GCC. Program faculty provide input as needed, and course substitution forms must be signed by the department chairperson and dean of the respective program.

Currently, the College has three formal articulation agreements with other colleges in the Pacific region. Articulation agreements are updated regularly to add or delete any course, and to make necessary changes to course content, alpha, or numbering as needed. With the large influx of students from the Federated States of Micronesia (FSM), the articulation agreements provide seamless transfer to GCC for many courses.

¹⁹⁹ 2010-2011 College Catalog, [GCC-UOG Articulation Agreement](#), pp. 258-259

²⁰⁰ 2010-2011 College Catalog, [GCC-Chaminade University Articulation Agreement](#), p. 260

²⁰¹ 2010-2011 College Catalog, [GCC-COM-FSM Articulation](#), pp. 261-263

²⁰² [Pohnpei Accord](#), December 11, 2003

²⁰³ [2011-2012 College Catalog](#), Appendix I, p. 205

The College continues to make efforts to increase transferability and articulation with other institutions, especially at regional meetings^{204/205}. In fall 2011, TH101 (Introduction to the Theater) was approved as a course equivalent by the University of Guam, as well as a General Education requirement.²⁰⁶ In addition, program to program articulation is currently being discussed between GCC and UOG.²⁰⁷

Actionable Improvement Plans

None

2A6b. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Descriptive Summary

The Curriculum Manual describes procedures for archiving a course or program²⁰⁸. These requirements include justification for archival, plans and implementation date for phasing out of the course or program, and plans for students currently enrolled in the program and/or course.

Self Evaluation

The College, mainly through its strong academic advisement process, encourages students to complete their program in a timely manner. There are substitute courses and self-paced courses available in case the course is not offered for various reasons. Once a program or course is archived, then the College must articulate a plan for currently enrolled students. As part of the plan, students are contacted by the Registrar's Office to inform them of the changes being done.

Actionable Improvement Plans

None

2A6c. *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

²⁰⁴ [CAO Report 10](#)

²⁰⁵ [PPEC Emails re: Articulation](#)

²⁰⁶ [GCC-UOG Articulation for TH101](#), August 25, 2011

²⁰⁷ [AVP memo \(signed by Dr. Whippy\)](#), June 29, 2011

²⁰⁸ [Curriculum Manual](#), p. 45

Descriptive Summary

The Office of the Academic Vice President coordinates the publication of the College Catalog and schedule of classes. In doing so, faculty, staff in various offices, and administrators are provided copies of the proposed catalog and schedule of classes before public release in order to update the information in their respective areas. The Office of Assessment, Institutional Effectiveness and Research provides current student demographic and enrollment information and makes that information available through the current *Fact Book* and other institutional assessment reports. These documents are posted on the College's website as well as on the AIER website. The Communications and Promotions Office monitors the College website by updating postings when provided with revised or new information.

Self Evaluation

The College continues to review its published and posted documents for content accuracy. Recognizing that the catalog and schedules of classes are among the most important documents the College produces, faculty, staff and administration are aware of the need to provide current and prospective students, as well as the community, with the most current, accurate and relevant information possible. Given the timeline for preparing and publishing or posting such documents, content changes are inevitable. The College has effective mechanisms in place for ensuring that those changes are included in subsequent publication or posting of those documents. A disclaimer in the catalog and in the schedule of classes informs the public that the online version will be the most accurate version because updates to it can be done more expeditiously.

At the College, faculty department chairs create the course schedules in the Banner system every semester. General information about the College is listed in the digital and printed versions of the Catalog.

Board policies for the institution are reviewed at least every two years as per Board Policy 110²⁰⁹, or sooner if the need arises. The agreement between the Guam Federation of Teachers Local 1581 AFT/AFL-CIO and the Board of Trustees is reviewed every five years. Sections may be reviewed earlier as needed, or as appropriate.

Actionable Improvement Plans

None

2A7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

²⁰⁹ [Board Policy 110](#): Board Policy Development and Review

Descriptive Summary

Board Policy 460²¹⁰ upholds the practice of academic freedom and responsibility of faculty members. Expectations on student academic honesty are published in the Catalog and in the Student Handbook. The Student Handbook was recently updated, printed and distributed in fall 2011 semester. The College has also adopted a Code of Ethics, Board Policy 470²¹¹, for all College personnel.

Self Evaluation

Board Policy 460 on Academic Freedom can be found on the College website and is published in the Catalog. This policy was also discussed during the last round of negotiations and is published as Article IV in the Board-Union contract. The Student Handbook, which can also be found on the website, has established procedures for the required annual review and update.

Board Policy 470 Code of Ethics clearly describes the ideals of scholarship, lifelong learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect and professional integrity. The Code of Ethics was developed through the College's governance process.

In January 2011, the Faculty Senate, in conjunction with the Faculty Union, approved a procedure for reporting faculty members who may have violated the code of ethics²¹². The document also outlines the investigation procedures and possible actions if a violation is found to have occurred.

Actionable Improvement Plans

None

2A7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The policy that demonstrates institutional commitment to the free pursuit and dissemination of knowledge is Board Policy 460²¹³ in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession.

²¹⁰ [Board Policy 460: Academic Freedom](#)

²¹¹ [Board Policy 470: Code of Ethics](#)

²¹² [Faculty Senate: Ethics Violations](#)

²¹³ [Board Policy 460: Academic Freedom](#)

Self Evaluation

Faculty members have rights and responsibilities regarding academic freedom. Board Policy 460, however, is limited in its scope. When faculty members do not distinguish between personal conviction and professionally accepted views, or they do not present data and information fairly and objectively, a violation of faculty ethics may be reported. In January 2011, the Faculty Senate approved the procedures, investigations, and actions regarding faculty ethics violation.

Actionable Improvement Plans

None

2A7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The Catalog publishes the expectations concerning student academic honesty and consequences for any dishonest actions are described in the Student Handbook. Board Policy 500²¹⁴ establishes the Student Handbook as the repository for provisions that “govern the behavior and relationships of students” at the College.

Self Evaluation

The institution has developed policies and procedures that are in conformity with existing academic standards regarding behavior for students. The policies are published in the Catalog. The Student Handbook contains additional information regarding student behavior.²¹⁵ Board Policy 500 references the Student Handbook and calls for the handbook to be reviewed, updated, and published annually.

Actionable Improvement Plans

None

2A7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

The priority of the College is dedicated to student learning and student success as defined by the College’s mission. Codes of conduct for students are described in the Catalog and

²¹⁴ [Board Policy 500](#): Student Handbook

²¹⁵ [Board Policy 500](#): Student Handbook

in the Student Handbook. Board Policy 470²¹⁶ adopted a Code of Ethics for all College personnel. This policy can be found on the College website.

Self Evaluation

GCC utilizes Board Policy 470 Code of Ethics²¹⁷ for staff, administrators and faculty to ensure conformity to specific codes of conduct. Faculty members also have procedures for the reporting of ethics violations²¹⁸.

Actionable Improvement Plans

None

2A8. *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Guam Community College does not currently conduct classes that fall under this category of programs and services.

Standard 2B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

2B1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

The College offers a variety of comprehensive student support services and activities, all described in the Catalog²¹⁹ and in the Student Handbook²²⁰. These include: pre-enrollment; personal and social counseling; career information and guidance; academic advisement; tutorial services; health services; English and math placement tests and services for students with disabilities. The Center for Student Involvement provides leadership development, new student orientation, student governance and supports 15 chartered student organizations.

²¹⁶ [Board Policy 470](#): Code of Ethics

²¹⁷ [Board Policy 470](#): Code of Ethics

²¹⁸ [Faculty Senate: Ethics Violations](#)

²¹⁹ [College Catalog](#), pp. 20-21

²²⁰ [Student Handbook](#), pp. 10-11

Other academic support services at the College include a federal TRIO program (Project AIM) for qualified college students and College Access Challenge Grant for qualified middle to high school students for preparation and access into college. Both federal programs provide tutoring services, study skills workshops, and financial aid advisement. Support is given to low-income and disadvantaged students, and students with disabilities.

In addition, the College offers financial aid services through Pell Grants and other federally subsidized or supplemental grant programs such as the Federal Work Study Program and the Federal Supplemental Educational Opportunity Grant, Veterans Educational Benefits, and through various national, regional and local scholarship awards and programs. These programs and services have dedicated and professional staff ready to assist students and are available via walk-in or scheduled appointments. Most activities can be accomplished during normal business hours consistent with the College's hours of operations.

Self Evaluation

Student support services conduct regular assessment of their units as part of the College's two-year assessment cycle through a systematic assessment process. This process assures the quality and appropriateness of student support services and demonstrates that these student support services enhance student learning.

Counseling services play a key factor in the successful completion of a degree program at the College. Persistence rates, the percentage of GCC students who were enrolled fall 2009 and continued to be enrolled spring 2010, have steadily increased. According to the AY2010-2011 Fact Book²²¹, the five year trend reflects persistent rates of 62 percent for AY06-07, 60 percent for AY07-08, 65 percent for AY08-09, 68 percent for AY09-10, and 63 percent AY 10-11. By ensuring that students are focused on courses as prescribed in their respective College Catalog, the College encourages students to achieve their academic goals efficiently and effectively. For those who stop out, the College has a reentry policy for declared students, which is described in the College Catalog. Declared students who do not enroll for two consecutive regular (fall and spring) semesters and students dismissed from the College as a Declared Student must complete and submit an Application for Re-Entry form to the Admissions and Registration Office. Students must meet with their advisor or counselor and obtain their signatures prior to submitting the form.

Project AIM, a federal TRIO Program funded by the U.S. Department of Education, provides tutoring services to students who meet federal guidelines, including low-income, first generation students and/or students with disabilities. The goal of the program is to increase college retention and graduation rates for eligible students, increase transfer rates for students from a two-year to a four-year institution, and foster an institutional climate supportive of the success for students in this program. Project AIM has a targeted enrollment of 175 students per academic year. In AY09-10, 168 students participated in this program, and in AY10-11, 159 students participated. On average, 50 percent of students receiving services through Project AIM continue pursuing their educational goals. Of the students enrolled and

²²¹ [Fact Book AY2010-2011](#), p. 18

graduated from the College, approximately 15 students pursued their education at a four-year institution.

The College is in the process of using the National Student Clearinghouse to track transfer information. The Registrar and AIER are currently correcting errors in student reports. Once these errors are resolved, the College should be able to track student transfers as early as fall 2011.

Actionable Improvement Plans

None

2B2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

The Catalog²²² contains a wealth of information and is published annually, with updates provided as needed to the electronic version, which is posted on the College website for easy access by students. In addition, the Catalog is made available to all students via CD-ROM upon request. The Catalog is also available in the College's Learning Resource Center, Student Support Services, Office of Admissions and Registration, and counseling offices. Faculty members are also given a copy of the current catalog to assist with advisement.

The Catalog contains the following information, as required by the Commission.

Required Information	Evidence Found
a. General Information	2010-2011 College Catalog
Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	Information can found on the back of the catalog. The telephone number for the Office of Admissions and Registration is provided.
Educational Mission	Educational mission is stated on p. 9 of the catalog.
Course, Program, and Degree Offerings	Descriptions of certificate programs begin on p. 47. Descriptions of associate degree programs begin on p. 67. Course descriptions and student learning outcomes begin on p. 90.
Academic Calendar and Program Length	The academic year calendar is provided on the inside cover of the catalog. The calendar details the beginning and end of the terms and important dates for students.
Academic Freedom Statement	The Academic Freedom Policy (Board Policy 460) is found in Appendix G, p. 203, of the catalog.
Available Student Financial Aid	Financial aid services, including specific student aid available, are listed on pp. 16-18 of the catalog. Students' responsibilities are also detailed.
Available Learning Resources	Under the heading of "Educational Resources" on pp. 15-16 of the catalog: (1) Learning Resources

²²² [2010-2011 College Catalog](#)

	Center/Library Services describes library services, (2) Educational Services – Accommodative Services for Students with Disabilities describes how students with disabilities can receive assistance, (3) Center for Civic Engagement & Student Success describes how students can integrate education with active service learning, (4) tutoring services, and (5) Federal TRIO Programs describes Project AIM's student support services available to eligible students.
Names and Degrees of Administrators and Faculty	Names and degrees of administrators and faculty are found in the back of the catalog, beginning on p. 243.
Names of Governing Board Members	The names of the governing board members are listed on p. 184.
b. Requirements	
Admissions	Admissions information begins on p. 19 of the catalog, with details about student classifications, acceptance information, placement testing and registration information.
Student Fees and Other Financial Obligations	Listing of tuition and fees and cost of attendance for full-time and part-time students begins on p. 31.
Degree, Certificates, Graduation and Transfer	Degree and certificate requirements are listed by program major. General education requirements are listed at the beginning of the Certificate and Degree sections on pp. 48 and 68, respectively. Student learning outcomes in general education are listed on p. 68. Transfer information is listed on p. 23 of the Catalog. Appendices A,B, C and D (beginning on p. 195) also contain transfer information specific to the region.
c. Major Policies Affecting Students	
Academic Regulations, including Academic History	Academic regulations are found in the Admissions Information section of the catalog starting on p. 19. Academic integrity is addressed in the catalog on p. 10. It is also referenced in the Student Handbook, under the Student Code of Conduct section on p. 12.
Nondiscrimination	The non-discrimination statement is found on p. 10 of the catalog.
Acceptance of Transfer Credits	Transfer information is listed on p. 23 of the Catalog. Appendices A,B, C and D also contain transfer information specific to the region, including articulation agreements with other institutions.
Grievance and Complaint Procedures	The Student Grievance Procedure can be found on p. 20 of the Student Handbook, which is referenced in the catalog. The catalog discusses the counselors' role in working with students who have grievances in the Students Rights Advocacy section on p. 12.
Sexual Harassment	The Sexual Harassment Prevention Policy section is on p. 14 of the catalog. Details of the policy (Board Policy 185) are found in the Student Handbook on p. 10.

Refund of Fees	Explanation of tuition and fee refunds is on p. 32 of the catalog.
d. Locations or publications where other policies may be found	
Tobacco and Betel Nut Free Campus Policy	The Tobacco and Betel Nut Free Campus Policy is located on p. 11 of the catalog.
Copyright Policy	The Copyright Policy is located on p. 10.
Workplace Violence Prevention Policy	The Workplace Violence Prevention Policy is located on p. 11.

The catalog is updated regularly, and is complete, clear, easy to understand, easy to use and well-structured. Administration, faculty and staff review their respective portions of the catalog for accuracy and currency. BOT policies that are not included in the catalog are easily accessible online on the website under the Governance tab.

Actionable Improvement Plan

None

2B3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Learning support needs are identified through various student support service programs. The Center for Student Involvement (CSI) oversees many of these programs and activities and works diligently in encouraging students to become intentionally involved in campus programs and activities in order to become fully prepared for the workplace. In addition, the CSI assists students and student organizations in planning and implementing programs, activities and events, and plans and implements campus-wide programs to address the needs and interests of the College's students.

Most support services are described under the heading "Educational Resources" on pages 15-16 in the Catalog²²³. The Learning Resources Center/Library Services section of the Catalog describes library services. The Educational Services – Accommodative Services for Students with Disabilities section describes how students with disabilities can receive assistance. The Federal TRIO Programs describes Project AIM's student support services available to eligible students. The Center for Civic Engagement section describes how students can integrate education with active service learning. The Student Handbook also provide information.²²⁴ All of these can be accessed either online or in a hard-copy format.

Other services offered at the College include counseling and tutoring services, student professional development, and career goal assessment. Both College Access and Project AIM offer summer bridge programs. The summer bridge program is designed to prepare high

²²³ 2011-2012 [College Catalog](#), pp. 15-16

²²⁴ [Student Handbook](#)

school seniors or graduates for their transition into college life for the fall term. Summer refresher courses in English and math are incorporated to prepare students for the placement testing. In addition, students are offered an orientation of the campus and student services, financial aid planning, team building exercises and college survival skill workshops. Summer bridge students are given the opportunity to experience a cultural field trip, visiting areas they may not have seen before. As a result of the summer program and services, the students are given a good foundation prior to their first year in college.

In addition, services such as health care, which includes basic first aid, annual TB screening, pregnancy counseling, and other health issues, are provided at the College. On-campus security services, student parking, food service and a bookstore are also provided. The College's Learning Resource Center is a state-of-the-art, LEED-Gold certified facility that provides a modern, tranquil study environment with a permanent collection of over 20,000 items comprised of books, periodicals, DVDs, reference books, various types of multi-media and wireless connectivity, where students can conduct uninterrupted research. Additionally, in December 2011 the College held a ribbon cutting ceremony for its \$3.9 million, 22,000 square foot Student Center that includes a plaza and student square, student lounge, and nine 1000-square foot meeting rooms with wireless connectivity where students can study and relax between classes. Subsequent funding has been identified to install photovoltaics later in the year.

Self Evaluation

Since 2005, the Center for Student Involvement (CSI) has been conducting annual surveys to determine the needs of the students in order to offer appropriate workshops. Collaborating with the Assessment and Counseling Department, Project AIM and academic programs, CSI has offered "Building a Stronger Workforce" conferences once a semester on a regular basis since fall 2005.²²⁵ The conferences offer a variety of presentations and training, including time management, leadership, communication, study skills, stress release, writing skills and reducing math anxiety. Initially, businesses sponsored the cost of the conference, and the mini-conferences were held on campus three times a year. Business funding ended in spring 2010, and COPSA chose to fund the conference and make it a one-day, full-day conference held in the fall semester. Keynote speakers and career panelists were brought in from the business community to speak with students. Approximately 1,500 students have participated in these conferences to date.

Other workshops and activities are conducted throughout the year for the various student groups. For example, the CSI was informed in summer 2009 that students needed their Health Certificates from the Department of Public Health and Social Services for the handling of food. This was seen as a need as many student groups sell food and beverages for fundraising activities. Therefore, the CSI organized and coordinated the Health Certificate Clearance workshop for student organization officers, members and advisors. Since fall 2009, 225 student organization officers, members, and advisors have obtained their certificates at no charge. Workshops are held at the beginning of fall and spring semesters to accommodate new students or for those needing to be recertified.

²²⁵ [Building a Stronger Workforce flyers](#), 15 October, 2010

Student officers have also participated in leadership and team-building activities. Since spring 2004, the CSI has sponsored an annual “Students Leading Students Conference.” Students organize the conference, co-facilitate all workshops, and create leadership activities for student involvement and learning. Students attend workshops on various topics, including how to write an effective resume, interpersonal relationships, and communication and leadership skills to help prepare them for the workforce. Since 2004, over 1000 students have attended this conference.

Project AIM is a federally funded TRIO Program of the US Department of Education designed to assist first generation and/or low-income college students, students with a disability, disadvantaged youth and homeless individuals. To help participants succeed and graduate, Project AIM offers free tutoring, mentorships, a computer/study lab, cultural activities, transfer assistance, and various workshops. Project AIM’s goal is to retain students at the College and prepare them for successful transfer to a four-year institution. Through individualized support, one-on-one tutoring services or one-on-one counseling services, this program helps students succeed while they are in school. Project AIM provides Supplemental Grant Aid to participants who receive Pell grant and who meet the qualifications of the program each regular term. In addition, Project AIM encourages students to apply for additional financial aid by providing workshops and financial advising, and encouraging mentors to work with students. In AY2010-2011, 50 percent of the College’s scholarship recipients were Project AIM participants.

Project AIM works with its participants to develop their own personalized Individual Education Plan (IEP).²²⁶ The IEP identifies students’ needs and goals for a particular semester and how Project AIM or other student support services can help the student in accomplishing those goals. For AY09-10, Project AIM served more than 175 plus participants in their program. Of these program participants, 50 percent continued to pursue their educational objectives in AY10-11. Approximately 53 percent who were enrolled in the program and who graduated from the College in AY10-11 are expected to transfer to a four-year institution.

Project AIM studies and collects data on students repeating developmental math and English courses. Project AIM is currently working with math and English departments to address developmental courses where repeats are high. Project AIM is proposing a new program in addition to its tutoring services by spring 2012.

A significant portion of the student population at the College requires financial assistance to pursue higher education. The College prides itself on being responsive to its students’ financial needs. In the 2010 *Faces of the Future* report, students enrolled at the College were highly satisfied with the financial aid process and the ease of navigating the financial aid webpage.²²⁷ In AY09-10, the College distributed federal Pell grants to 1,417 students, or approximately 60 percent of its student population, equaling approximately \$4.46 million in awarded monies.²²⁸ The College also administers several private scholarships for students

²²⁶ [Project AIM IEP](#)

²²⁷ [2010 Faces of the Future Report](#), p. 12

²²⁸ [2009-2010 Annual Report](#), p. 19

which are listed on page 19 of the 2009-2010 Annual Report. In addition, the Financial Aid Office participates in outreach activities, provides presentations on- and off-campus, and is available for personal assistance on specific questions and concerns. In addition, information on financial aid is included in the catalog and the College's website, which is periodically updated.

Now in its fourth year on campus, the College Access Challenge Grant Program (CACGP) is a federally funded program that is designed to significantly increase the number of underrepresented students in middle and high schools that are prepared to enter and succeed in postsecondary education. The goals of the program are to: 1) increase academic performance and preparation for postsecondary education; 2) increase students' and their families' knowledge of postsecondary educational options, preparation, and financial aid processes; and 3) to implement student professional development training, develop leadership skills, and increase knowledge of non-traditional careers. CACGP provides these services through tutoring at the middle and high schools on island. In addition, they host financial aid workshops, conduct career goals assessment, provide academic counseling, host student professional development workshops such as study skills and time management, host college fairs, and manage a summer bridge program. Currently, the program is servicing 1,100 underrepresented students from the public middle and high schools across the island that meet certain criteria and fall within certain income limits set by USDE.

Actionable Improvement Plans

None

2B3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The College offers a full range of comprehensive student services that reflect the diversity of its student population. Extended hours are offered during peak times to accommodate student needs, usually the week prior to the start of the term. Application forms, registration and payment, can also be accessed online. The following are current hours of operations for most programs, with additional hours provided by appointment:

- Bookstore:
Mondays through Thursdays: 1:00-4:00 p.m. with extended hours from 8 a.m.-8 p.m. during the first two weeks of each semester.
- Counseling (academic, career and personal):
Mondays: 8:30 a.m. to 1:00 p.m.
Tuesdays: 8:00 a.m. to 1:00 p.m. and 3:00 p.m. to 5:00 p.m.
Wednesdays: 8:00 a.m. to 1:00 p.m. and 3:30 p.m. to 4:30 p.m.
Thursdays: 3:30pm to 5:00pm
- Health Services:

- Mondays through Thursdays: 8:00 a.m.–8:00 p.m. when postsecondary classes are in session.
- Fridays: 8:00 a.m.–5:00 p.m. (and during intercession or when classes are not in session)
- Learning Resource Center:
Mondays through Thursdays: 8:00 a.m.-8:00 p.m.
Fridays: 9:00 a.m. – 5:00 p.m.
 - Office of Accommodative Services:
Mondays through Fridays: 8:00 a.m.-5:00 p.m.
 - Student Support:
Mondays-Thursdays: 8:00 a.m.-10:00 p.m. when postsecondary classes are in session
Fridays: 8:00 a.m.-5:00 p.m.
Saturdays: 8:00 a.m.-12:00 p.m. when postsecondary classes are in session.
 - Project AIM, TRiO Student Support Services:
Mondays through Thursdays, 8:00 a.m. to 6:00 p.m.
Fridays: 8:00 a.m. to 5:00 p.m.
Counseling Hours: Mondays and Tuesdays, 10:00 a.m. to 6:00 p.m.; Wednesdays through Fridays: 9:00 a.m. to 5:00 p.m.
Project AIM also has a FaceBook page. Students have immediate access to program updates, and reminders on deadlines and activities.

During registration, additional hours of operation, including Saturdays, are provided by the Office of Admissions and Registration to facilitate the enrollment process. Most services are fully accessible and well marked for easy identification. In addition, the Student Handbook provides supplemental information to help guide students to necessary services beginning on page 10.

The College has centrally-located key services in one building (Bldg. 2000) to better serve students, including Admissions & Registration, the Business Office, Financial Aid, Counseling, and Accommodative Services. The Health Center is located separately at the bottom of the campus and faculty advisors are in their respective offices. During peak registration, all services, including health, registration, financial aid and business office services are moved into the Multi-Purpose Auditorium (MPA) to better and more conveniently serve the students. This “Express Registration” is available to students the week prior to the start of classes. Faculty advisors and counselors are also available at the MPA during Express Registration. During AY08-09 and AY09-10, one-day registration events were also conducted at local malls, but were discontinued due to low-turnout.

Self Evaluation

Most of the programs that provide educational support services for students are now more centrally located on campus and housed in one building, the Student Support Services and Administration Building (Bldg. 2000). The College expansion, ongoing construction, and lack of signage make it difficult to locate some offices unless you are familiar with the campus. Once you enter the building maps are provided but not all buildings and

offices are clearly labeled. A map of the campus is printed on the back cover of the College Catalog.

College students are currently accessing registration, assessment, courses and services through a variety of means. Class schedules may be accessed either online or in hard-copy format. The schedule is also available in the Pacific Daily News, Guam's major printed newspaper. Alternative formats for students with disabilities may be requested through the Accommodative Services Office. Students are currently registering for classes in person and online. Online registration was first offered in fall 2007. Since then, there has been a steady increase in online registration. In an effort to make registration easier for students, the Office of Admissions and Registration develops and distributes handouts every semester with tips on registering, both on and off-line. Also, students are able to pay for courses online. The College has tracked an increase in web-based services since the implementation of these services. According to a registration analysis, in fall 2006, 26 percent of students web registered.²²⁹ In fall 2011, 43.75 percent of students web registered.

Additional support is provided for students with disabilities. Support is also provided for those needing assistance in accessing online College activities. Two computers are available at the registration office where staff can provide demonstration and training to students as needed.

College students are currently assessed for math and English placement on campus. Assessment is also available to ESL students for placement into a variety of course levels. Students with disabilities are accommodated with various services such as a distraction reduced environment (testing rooms), sign language interpreters for instructions, note-takers, enlarged print, i.e.: Zoom Text for low vision users, and readers for individuals with blindness and learning disabilities. Accommodations are based on individual student learning needs²³⁰.

The College also offers several courses, including English as a Second Language, off-campus in various locations throughout the community. From July 2009 through March 2010, 68 students were enrolled in an ESL course. Of the 68 enrolled, 34 students, equating to 50% of those enrolled, completed their course level. ESL Advance, which had the most enrollees at 27, had 13 students successfully complete the program.

The College has a physical master plan that is ADA compliant and environmentally sustainable. Efforts are ongoing to ensure that all areas of the college are accessible. As the College continues to modernize its facilities ADA accessibility will be integrated into all building designs to ensure adequate accommodations are provided for the College's students.

Actionable Improvement Plans

None

²²⁹ [Registration Analysis](#), November 14, 2011

²³⁰ [Accommodative Services Form](#)

2B3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Co-curricular activities on campus provide a platform for students to interact with others who have similar interests, or for those seeking exposure to areas outside their current interests. The Center for Student Involvement oversees such activities. Involvement in these activities provides students with an environment that can be relaxing, socially responsible and/or academically challenging. Additionally, the College's student activities provide opportunities to learn teamwork and civic responsibility. Campus activities include student government, 15 student organizations, and local and national academic support groups. Nearly all the groups are involved in fundraising activities to support various academic and social goals. The groups have faculty or staff advisors to provide direction and support for their activities.

Currently, all enrolled College students are automatically members of the Council on Postsecondary Student Affairs (COPSA) student organization. COPSA serves as a voice between students and administration, and as the umbrella organization for the 15 individual student organizations on campus. The Center for Student Involvement oversees elections for COPSA officers and the student member on the Board of Trustees. COPSA also has a voice in the Resource, Planning and Facilities and the College Governing Council, along with other members from administration, staff and faculty committees.

Self Evaluation

Student support services conduct regular assessment of their units as part of the College's two-year assessment cycle. This is detailed in Appendix C of the 11th AIAR. Through the assessment process, the College assures the quality of student support services and demonstrates that these services support student learning.

The College has a cadre of instructors with extensive backgrounds and experience in their respective industries who stay current with the latest trends or best practices. By incorporating direct service learning activities into their curriculum, instructors create real world scenarios that expose students to skills or enhance those that they possess, that are necessary in order to make a successful transition from College to the workforce.

GCC faculty consider service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service learning, students use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.

In AY09-10, Project AIM held 13 workshops to promote intellectual, personal and civic responsibility. The workshops “Working Smarter not Harder,” “Tips to Writing Research Papers,” and “Creating Effective Presentations” provided knowledge for academic success, whereas “Secrets to Winning Scholarships” and “Celebrating Diversity” workshops provided information on personal and civic success.

Another example of addressing personal and civic responsibility is through the Center for Civic Engagement and Student Success (CCESS). In AY08-09, CCE had 1,675 students participate in service learning activities. There were 28 academic service learning courses offered at the College, and 21 faculty members who incorporated service learning into their curriculum. Currently, there are 41 partnerships between the College and community based organizations. In spring 2009, the College began documenting service learning courses in the printed schedule of classes for the first time and CCE participated in the 17th Annual Pacific Educational Conference. Although the initial grant to conduct service learning expired August 2009, many faculty members were trained in the use of service learning as a tool for improving student learning outcomes. Thus, activities are still ongoing and service learning is going strong at the College, as evidenced by the fact that GCC was named to the President's Higher Education Community Service Honor Roll in 2009 and 2010.

As another example of civic engagement, the gubernatorial forums that were held in the spring and fall semesters of 2010 are prime examples of civic engagement activities. Students acquired the necessary skills by planning, organizing, leading and managing the activity. As a result, more than 600 students were afforded the opportunity to meet with the gubernatorial candidates, one team of which took the helm of the island’s government in what is anticipated to be one of the most dynamic economic periods in the island’s history. The civic outreach proved to be successful as more than 70 percent of eligible voters on island cast their ballots in November 2010.

Actionable Improvement Plans

None

2B3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Counseling faculty provide academic advisement to students in GCC postsecondary and secondary programs. Students are often referred to faculty for in-depth questions about a particular academic or vocational field and faculty members are invited annually to counseling meetings to provide counselors with the most up-to-date information pertaining to department course offerings, requirements, and events. Counselors also provide referrals to various support programs available at the College.

Other faculty members have been trained in academic advisement, formally through Enrollment Services before receiving advisee lists, and informally from peers. Formal training or refresher training is available at any time. Faculty members can also make referrals to the Assessment and Counseling Office as needed, or for further services.

Student educational plans are provided for the different programs at the College. These plans are available online and in faculty offices. The plans provide students with a means to map out their coursework and program for several semesters. Plans are updated regularly as new requirements are added, or changes are made. Department chairpersons ensure that the plans are accurate and curriculum is updated to ensure students are enrolled in the right courses in pursuit of their educational goals.

Self Evaluation

The Assessment and Counseling Department conducts regular assessment of its unit as part of the College's two-year assessment cycle. Through assessment and feedback, the College assures the quality of support services to students and faculty members. Many faculty members have been formally trained in academic advisement, and informal training is an ongoing process at the College.

Students are randomly assigned a full-time faculty member from their declared program as an academic advisor. Students often do not use their GCC email account and thus might not know their academic advisor. This can create more confusion and lead to bigger frustration and a negative impact on the student learning experience. Advisors have electronic means of contacting all advisees on their official list. Many advisors, however, do not take advantage of this function in Banner. Other challenges for many students are the math and English requirements. Counselors and advisors must ensure that students satisfy these requirements as stipulated in the College Catalog.

Project AIM's counselor participates in monthly meetings with the Counseling Department. The counselor is assigned a mentor and is cross-trained by TRiO Director to access MyGCC advisor board to successfully carry out the duties for academic advisement. The Project AIM counselor develops Individualized Education Plans, Goal Plans and reviews midterm progress reports and updates with students. Student forms and program processes are frequently reviewed and discussed to improve and support students' development and success in their respective programs.

Actionable Improvement Plans

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

2B3d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Descriptive Summary

The AY2010-2011 Fact Book (p. 14) reflects that the College enrolled 10,177 students in the fall semesters from 2006 until 2010. Of those enrolled, 47.4 percent identified themselves as Chamorro, 31.4 percent as Filipino, 6.3 percent as Chuukese, 2.8 percent as White, non-Hispanic, and the remaining 12.1 percent of students were from various other ethnicities. A review of enrollment for the Fall 2010 semester reflects similar trends. Of the 2542 enrolled in fall 2010, 47.4 percent were Chamorro, 33 percent Filipino, 5.7 percent Chuukese, 2.5 percent White, non-Hispanic, and 11.4 percent all other ethnicities.

The College has several ethnic clubs such as the Micronesia Student Association, Chamorro Club and Japan Club. The goal of these clubs is to promote the language and culture of their countries of origin and to help students assimilate, into the College and community environments.

Self Evaluation

The Center for Student Involvement has promoted diversity through its “Island Tour” program in past semesters. New incoming students took a tour of the island to become more acquainted with the island community, its large mixture of cultures, and government and private sector resources that they may need when they enter the workforce. One major challenge for this event was that many students work during the day and are unable to attend. In an effort to address the challenge, the Center for Student Involvement created a new event called “Tour of the Pacific” and holds this event on campus as part of the Spring and Fall Festivals. The Tour of the Pacific brings cultural performers and activities to the campus to allow more students to participate and experience the vast diversity of the island community. The creation of the Tour of the Pacific event includes a brochure distributed to students containing information about Guam and about the resources available to them.²³¹

Much like its student population, the College’s faculty members come from diverse backgrounds, as reflected in the AY2010-2011 Fact Book. Of the 162 faculty members (including adjuncts), females comprise 51.8 percent of the College’s workforce. Many of the faculty members come from diverse ethnicities and diverse industry and professional backgrounds.

Outreach activities by the College at the different villages and at the mall also serve to increase equity opportunities for underrepresented populations. For example, village outreach activities have been held in the evenings to accommodate working parents, those who have difficulties making it to campus, and students with disabilities. At these village activities, programs and support services are available to answer prospective students’ questions and concerns about the college’s course and program offerings.

Project AIM offers mentorship and cultural activities to participants to help them engage with the College community and have an appreciation of diversity. Mentorship is required for

²³¹ Copy of [“Tour of the Pacific” Brochure](#)

freshmen to assist students with the transition into college life. Cultural activities assist local and non-local students from various parts of Micronesia to be exposed to the rich cultural diversity on campus and on the island, and to appreciate the unique history of Guam and the region. Since students of Project AIM are first generation, low-income and/or have disabilities, cultural activities provide the opportunity to be exposed to areas that they may not have exposure to because of limited transportation, economic circumstances, or limited resources. In addition, participants are highly encouraged to get involved in student learning activities which provide additional exposure for them.

Actionable Improvement Plans

None

2B3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The College uses the COMPASS placement tests developed by American College Testing, Inc. (ACT) for English, reading and math. COMPASS provides important information about individual skills and preparation for college-level courses. It is an untimed, adaptive computer-based test that measures skills in reading, writing and mathematics. COMPASS was started at the College in 2006.

After a series of adjustments regarding which test defined placement into a particular class level, the current process is as follows: the raw score for reading determines whether the student takes the writing component; the raw score for the writing determines whether the student takes the e-Write (essay); and the e-Write (essay) score defines placement between EN100W Fundamentals of English-Writing and EN110 Freshman English. The counseling department did a review of the testing instruments to determine whether the College should change to another testing instrument. As a result of the review, the department decided to continue the use of COMPASS.

For math, a score on the pre-algebra test between 0-32 determines placement into MA085 Fundamentals of Mathematics. A score between 33-100 determines placement into MA095 Pre-College Mathematics. For the Algebra General test, a score between 0-65 places a student into MA108 Introduction to College Algebra, and a score between 66-100 places a student into MA110A Finite Mathematics. On the College Algebra General placement test, a score between 0-45 determines placement into MA161A College Algebra/Technical Mathematics, and a score between 46-100 determines placement into MA161B College Algebra and Trigonometry. Students can find information on interpreting their scores and their placement on the College website, or meet with a counselor to discuss the process and the results.

Self Evaluation

The College's Management Information System (MIS) section conducts a periodic review of the COMPASS application as a preventive maintenance measure and troubleshoots the program as needed. Given the latest assessment, the system appears to be functioning in accordance with College standards. The results for students who took the entrance exams using COMPASS in AY10-11 reflect that of the 1222 students that took the English placement test, approximately 11 percent were eligible to take a college-level English course. Of the 636 students that took the math placement test, only 2 percent scored high enough to take college-level math courses. These results are published in the 2011 GCC Fact Book²³².

The COMPASS application appears to be an effective tool for identifying proper placement of students in English and math courses based on the individual's test scores. Its scope allows the College to identify the necessary steps to ensure that the appropriate course of study is tailored for the individual student to ensure educational success. COMPASS is reviewed by the Assessment and Counseling Department on a regular basis.

Actionable Improvement Plans

None

2B3f. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Descriptive Summary

The College maintains its student records through the Office of Admissions and Registration. Hardcopy records are stored in two separate fire resistant vaults and in one metal container. The vaults are located in the Student Services and Administration building. The container is located near the GCC firing range on GCC property. Electronic records are maintained in the College's student information system (Banner). The Banner database is backed up on a daily basis. The entire student information system (including the database) is backed up once a month.

Access to the physical records is limited only to Admissions and Registration Personnel and online access is password protected. Only the Office of Admissions and Registration is authorized to make changes to student records. All other online access is limited to *read-only* authorization for counselors, advisors and students.

The most common requests made by students are transcript requests, certification of enrollment, and certification of graduation. These requests are processed for a nominal fee.

²³² [Fact Book AY2010-2011](#), p. 23

When making these requests, students must present a valid ID to Admission and Registration staff for verification. If students indicate they intend to pick up the document(s) themselves, Admissions and Registration staff must verify their ID prior to releasing the document(s). If students indicate on the request form that they would like a particular individual to pick up the document(s) on their behalf, they must write the name of the individual on the request form. In this case, identification is also validated prior to release of document(s). Standard request forms are available at the Admissions and Registration Office and online on the College website.

Self Evaluation

Physical custody of all active and inactive student records is maintained in one of two vaults at the College's Student Services and Administration Building and in a metal container on GCC property. All student records with last names A through G are located in Admissions & Registration second floor vault. Hardcopy student records beginning with letters H through Z are located in Admission & Registrations first floor vault. Physical access to these records is limited to the Office of Admissions and Registration personnel.

Advisors and counselors may review records based on academic interest only in the presence of Admissions and Registration personnel. If a request is made by a student in writing to have their records reviewed by someone, the request must be accompanied by a letter of authorization signed by the student. Upon receiving the request, Admissions and Registration staff will contact the student for verification. If the request is deemed legitimate, records are reviewed only in the presence of Admissions and Registration personnel. This also applies to requests made via subpoena or court order. No student record can be reviewed without an Admissions and Registration staff member present.

In addition to physical custody of student records, all records for inactive and active students have been merged into the College's SunGard Banner System. Access to student records for editing and other data entry type processing is limited to the Office of Admissions and Registration personnel. Students, counselors and advisors have read-only access. The Banner database is backed up on a daily basis. The entire student information system, including the database, is backed up on a monthly schedule by MIS personnel.

Student records are maintained in a safe and secure manner. The records are in a fire resistant vault and exposure to fire is limited. The Banner system provides a digital back-up. The Office of Admissions and Registration routinely performs an inspection of the vault facilities where the records are stored to minimize or mitigate any potential hazard to the physical custody of student records.

Actionable Improvement Plans

1. Evaluate safety and security of physical records, and consider fireproof vault or chemical fire suppression system that is non-water-and non-toxic-based to protect the integrity of student records at all times.

2B4. *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Student support services conduct regular assessment of their units as part of the College's two-year assessment cycle. Through assessment and feedback, the College assures the quality of student support services and demonstrates that these services support student learning.

The *Faces of the Future Survey* is nationally-normed and results from the College are compared with other colleges at the national level, for both credit and non-credit students. These results provide useful information that enables GCC to make informed decisions when planning for programs and services and allocating resources to address the needs and concerns of students. The *Faces of the Future Survey* produces data that gives the College information on the socio-demographic profile of credit and non-credit students and their current college experience. AY09-10 was the fourth year that GCC has administered the survey. Previous surveys were administered in fall 2002, fall 2005, and fall 2007.

Self Evaluation

According to the AY09-10 Faces of the Future report²³³, the following are common concerns shared by GCC students:

- Availability of courses at times when students can take them
- Lack of ease in navigating the GCC website
- Limited availability and convenience of tutoring services for math and English classes, and impact of general education requirements on program completion
- Availability of instructors outside of class time
- Quality of academic advising
- Sense of general safety and security while on campus

The following are common successes shared by students, according to the survey:

- Over 80 percent of survey respondents are satisfied or very satisfied with the College.
- Students reported that their experience at the College contributed to their growth by increasing their academic competence and developing their self-confidence.
- The top five factors that influenced students to attend the College are:
 1. A particular program of study
 2. Cost of attending the College
 3. Availability of financial aid or scholarship
 4. Variety of courses offered
 5. Academic reputation of the College

²³³ [2010 Faces of the Future Report](#), pp. 2-5

The report also made the following recommendations (pp. 23-26):

- Continue to utilize the GCC website to disseminate financial aid information.
- Communicate the availability of financial aid and scholarships to students, faculty, staff, and administrators.
- Post faculty office hours in the GCC public website (i.e., under the *Offices* channel in the *Student Resources* section).
 - Include faculty contact information and office location
 - Create a poster consolidating all this information and place in areas that students regularly visit (i.e., Student Support Services Office, library, Student Services and Administration Building-Rotunda).
 - Continue to ensure that office hours are included in course syllabi.
- Departments should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).
- Provide students with safety and health information that would make them feel safe and secure on campus.
 - Information should be included in the GCC website and the student handbook.
 - This information should also be disseminated through student newsletters or email messages and posted throughout the campus.
- Security personnel should be visible around campus.
- Redesign the GCC website with the intent of making it easier for students to navigate.
 - Make sure to include student input
- Ensure that all advisors, especially new faculty members, are provided with Advisor/Banner Training
- Offer more tutoring services for math and English.
 - Identify a location on campus where tutoring services can be offered and inform students of this location and the times tutoring services are available.

Actionable Improvement Plans

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

Standard 2C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

2C1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

As a newly-constructed building which opened in December 2010, the College's Learning Resource Center's (LRC) mission is to provide learning resources and services to support and enrich the educational mission of the College by providing a wide range of services to assist students in attaining their academic, career and personal goals. By maintaining an appropriate library environment, providing learning resources and competent assistance in accessing and using information, students acquire information literacy skills that will assist them in successfully completing their professional and technical programs and help them develop into lifelong learners. Moreover, the LRC provides faculty with resources to support the curriculum and teaching in the College's various programs.

The LRC provides bibliographic and information literacy competency instruction to classes upon request by faculty. Students or faculty may also request individual information literacy instruction in person, by phone or via e-mail. Likewise, reference services are available in person, by phone, or via e-mail.

The LRC carries a full range of materials to support the curriculum and lifelong learning needs of students, staff, faculty and community members. The LRC collection consists of approximately 20,000 titles including books, periodicals, DVDs, and videos. Since the College also provides secondary vocational educational programs, the depth and breadth of materials in the LRC ranges from secondary educational to advanced college-level materials. Additionally, the LRC directly assists students in achieving their career goals by providing career information in order to assist students in making decisions about their future role in the workforce.

With a U.S. Department of Interior loan, the College was able to install updated software and a 25-station computer lab in the new LRC to assist student learning and ensure availability of learning resources. The new LRC includes a separate, dedicated network line specifically for accessing the LRC database, an upgrade and increase in bandwidth, and high capacity WI-FI network to ensure Internet connectivity within the entire facility.

With the library catalog online, students have access to thousands of periodicals through EBSCO databases 24 hours a day, 7 days a week. EBSCO offers college and high school level databases, and specialized databases that provide information on topics such as health information, psychology, and career and technical education. The Pacific Resources for Education and Learning (PREL), a non-profit educational organization, provides access to these databases free of charge.

The LRC now has four Amazon Kindles® with a wide selection of books that support a variety of subjects, including fiction and non-fiction books, developmental reading, and references to support student learning and teaching needs of faculty.

Self Evaluation

In fall 2009 and spring 2010, two separate library surveys were conducted and distributed to students and faculty²³⁴. The findings revealed that overall students were very satisfied with the level of service the LRC provided. Specifically, out of 525 library patrons that were surveyed, 97 percent agreed or strongly agreed that GCC library employees were respectful and helpful and that they received efficient and competent services. In a student focus group, students expressed concerns over the accessibility and reliability of Internet connectivity. Other concerns focused on the outdated or antiquated equipment to include computer hardware issues and software programs that impact the performance and speed of the computers. Faculty issues focused on the lack of resources to adequately support the College's curriculum.

The College's industry partners require frequent updates of best industry practices or the latest industry trends and resources to help support and reinforce the curriculum espoused by the respective college programs. The library must have adequate resources to achieve its mission to the College, thus supporting the overall workforce development mission of the College. The Department Chairperson will request for funds from library fees that students pay each semester for the next budget cycle.

Actionable Improvement Plans

None

2C1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The LRC maintains a productive dialogue with teaching faculty regarding additions to the print and electronic collections and are invited to collaborate in collection development through personal contact, via e-mail and through surveys. Faculty members are encouraged to suggest appropriate materials in any format for purchase by the LRC. Prioritization of these listings is also requested due to limited funds.

The effectiveness of the LRC collection is contingent upon input provided by faculty. The LRC department chairperson has frequently requested lists of needed resources from chairs of the different programs. The services, collections and policies of the LRC are developed in coordination with the College's Institutional Strategic Master Plan and the student learning outcomes as provided by the College's respective career and technical education programs.

²³⁴ [Library Survey Results](#), Fall & Summer 2006 survey

Self Evaluation

The effectiveness of the LRC collection appears to be satisfactory to student users. The spring 2010 survey indicated that 80 percent of students felt the library collections met their instructional and curricular needs. Forty three percent of faculty surveys, however, reveal that there are not enough resources available to support the current trends or industry practices for instruction in their respective programs.

Budgetary challenges continue to limit resources available for the LRC. As stated previously, the LRC does not have direct access to student library fees. In addition, when the College begins a new program or revises existing curriculum, the LRC is not made aware of the new developments. Often library resources are not included as part of start-up budget costs.

Actionable Improvement Plans

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

2C1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The Reference and Bibliographic Instruction Librarian works closely with instructional faculty to provide training to students on information literacy competency skills for their courses. This includes course-specific LRC instruction in using the Internet, using databases, library tours, and other similar activities. Students and faculty members are also able to obtain instruction in the use of databases. According to the 2009-2010 annual report, 20 library classes were conducted. A survey was distributed after Library Information Literacy presentations were conducted in fall 2009 and spring 2010. Out of 73 student respondents, 100 percent strongly agreed that what they learned would help them with research assignments for their classes.

Self Evaluation

Although information literacy has not been developed as a separate course in the College's curriculum, information competence is integrated into various courses, especially those with research components. However, specific student learning outcome related to using GCC's LRC may not be listed in these courses. Nonetheless, training and support are available to students and faculty members. Instructors decide whether to avail themselves and their students of library resources and services. Sufficient library instruction is available for students to develop skills in information competency and literacy.

Actionable Improvement Plans

None

2C1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The College's LRC is physically located on the northwestern quadrant of the campus next to the Allied Health Building. Until fall 2010, the LRC was contained in an 8,300 square foot facility. It served the College's students, faculty and alumni and could accommodate approximately 80 users through a combination of tables, study areas, computer workstations and casual seating arranged throughout the facility. In spite of the limited floor space, the LRC had an audio/visual room, a meeting room, a larger group meeting room and one library classroom that was also used as a computer lab.

A ribbon-cutting ceremony was held in December 2010 for a new \$5.2 million state-of-the-art LRC. The new facility was fully operational in time for the start of spring semester 2011. The new facility is a two-story, 22,000 square foot LEED Gold-certified facility that includes the following:

1. Reading Area/Collection – 14,500 square feet
2. Computer work areas – 900 square feet
3. Computer Lab – 1,000 square feet
4. Group meeting rooms (4 each) – 200 square feet apiece
5. Large Group/Conference room – 250 square feet
6. Audio Visual Rooms (2 each) – 225 square feet apiece
7. Staff Areas – 2,000 square feet

The facility can easily accommodate over 215 users at one time while providing more amenities to enhance the student learning experience in a safe, comfortable, convenient and aesthetically pleasing environment. The LRC continues to offer a diverse collection of materials and equipment to its users and makes an essential contribution to student academic success through its ongoing instructional and training programs.

Self Evaluation

The LRC is open from Monday through Thursday, 8 a.m. to 8:00 p.m., and on Fridays, from 9:00 a.m. to 5:00 p.m. At one time, the LRC was open on Saturdays. In 2006, however, utilization of services was minimal and the Saturday schedule was deleted²³⁵. Access to the LRC online public access catalog and to EBSCO databases is available 24 hours a day, seven days a week via the Internet. A link on the front page of the College website takes students directly to the site. Students and personnel responsible for student learning program and service receive reference assistance and assistance in information literacy and competency skills in person, by phone or via e-mail.

²³⁵ [Library Statistics](#), Fall & Summer 2006 survey

According to the fall 2010 survey, students indicated they are generally satisfied with library hours of operation and with the services provided by LRC staff and faculty members. Faculty members also report general satisfaction with accessibility. Results of the fall 2010 survey reveal that only five percent of respondents strongly disagreed or disagreed with the current hours of operations.

Actionable Improvement Plans

None

2C1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Though the LRC does not have a security alarm or camera system, the LRC staff provide internal security during regularly scheduled college hours. Security gates are located at the entrance and exit doors. Materials security is maintained through a 3M maintenance contract. Externally, the College provides security personnel who patrol the campus and provide security. Security personnel, through a contract with GCC, provide security during evening hours, weekends, and holidays. During the daytime, the Office of Student Support provides security. Janitorial services and maintenance is conducted twice per day at the facility.

Self Evaluation

Guam Community College provides sufficient maintenance and security of its LRC. An assessment survey conducted in spring 2010 showed 95 percent of respondents strongly agreed with the cleanliness of the facility.

Actionable Improvement Plans

None

2C1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Because of GCC's geographical distance from other regional and mainland institutions, the College does not rely on any collaboration with other institutions for library services. Although no formal agreements exist, students of the college have access to Guam public libraries and are able to use the University of Guam library for a minimal fee.

Self Evaluation

The LRC does not participate in any resource sharing arrangement or inter-library loan, as a library consortium currently does not exist on Guam. The LRC, however, is able to sufficiently provide for the needs of its students without such an agreement. The LRC receives two or three requests annually for periodical articles that they are unable to provide. In the rare event that patrons need additional resources, library personnel do provide advice as to where patrons can seek additional resources online, from Guam's public library, or from the University of Guam library or the UOG Micronesia Area Research Center as a community user.

Actionable Improvement Plans

None

2C2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College evaluates the LRC through surveys, focus groups, and other appropriate measures. The LRC regularly and consistently participates in the College's assessment process. The LRC conducts student and customer services surveys every semester on quality of assistance and instructional services, and sufficiency of learning resources and library technology.

Self Evaluation

The LRC has consistently been assessed as part of the College's two-year assessment cycle. Assessment has involved setting outcomes for the unit, aligning goals with the mission, vision, and other aspects of the College, providing different means of assessment, collecting data, and using the data to effect or advocate for change. The spring 2010 survey revealed 97 percent of patrons agreed or strongly agreed that LRC employees were respectful and helpful. In response to the needs of students and faculty members, new computers and faster network services have been implemented. The need for more enhanced technology however has been raised as an issue by student and faculty Library users

In its new location, the LRC has expanded to provide customers comfortable room temperature and adequate study rooms and seating.

The LRC also continues to maintain the high level of customer service by providing staff training in customer service, time management, and library technical skills to student users. The completion of the new LRC building, which more than doubled the space, has enhanced the overall learning environment for GCC students outside of the classroom.

Actionable Improvement Plans

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



LEARNING RESOURCE CENTER

STANDARD

3

Standard 3: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

3A1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

The Human Resources Office (HRO) is responsible for determining the eligibility of employment for all applicants for positions of the agency. This responsibility includes, but is not limited to developing and implementing job related minimum qualification standards and determining acceptable qualifying experience and education criteria in accordance with labor laws, established professional standards and best practices.²³⁶ The selection process for faculty, management, classified and limited term employees encompasses a well-monitored process that ensures the selection of the most qualified individual. Minimum qualifications for faculty are negotiated through the GCCFU/BOT Agreement. In addition, the College assures the integrity and quality of its programs and services by requiring all applicants to submit a standardized Government of Guam Employment Application that includes supporting documents on professional and academic credential such as degrees, certificates and college transcripts²³⁷.

Self Evaluation

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.²³⁸ Criteria for selection of

²³⁶ [SOP Determining Acceptance on Educational Diplomas, Degrees or Certificates](#)

²³⁷ [Government of Guam Employment Application Form](#)

²³⁸ [Job Announcement Sample](#)

faculty include knowledge of the subject matter or service to be performed (as determined by GCC's Faculty Job Specifications Guidelines²³⁹), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The hiring administrator of the respective position vacancy assembles an interview panel consisting of an odd-numbered group ranging from three to seven individuals. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. Selection recommendations from the panel are forwarded to the President/CEO for her final review and selection.

Actionable Improvement Plans

None

3A1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

All job announcements for positions at Guam Community College are publicly posted by HRO via various periodicals; the College's website; bulletin boards across the campus; the classified section of the two Guam dailies (Marianas Variety and Pacific Daily News); HigherED.com; and/or the Nursing Journal. The HRO is also responsible for overseeing the process for hiring personnel who are qualified by appropriate education, training, and experience in the respective job vacancy being filled. GCC's Faculty Job Specifications guidelines clearly state all the requirements and duties of each level of position for instructional faculty members and non-instructional members.²⁴⁰ Job specifications and requirements are also adhered to for support staff that fall under the government of Guam's merit system. Hiring criteria for administrators is based on the position description established by the GCC Board of Trustees.

Self Evaluation

The HRO staff initiates the hiring process by evaluating each applicant's packet. This initial evaluation considers whether the applicant meets the stated eligibility criteria of the position. Hiring criteria for staff is based upon the position description established by the Government

²³⁹ [Faculty Job Specifications Guidelines](#)

²⁴⁰ [Faculty Job Specifications Guidelines](#)

of Guam's merit system. Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the GCCFU/BOT Agreement 2010-2016.²⁴¹

The College announces its job vacancies through its website (www.guamcc.edu) and provides additional qualifying information in both print and electronic media. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators, and staff.²⁴² Government of Guam agencies and employment agencies also have access to all GCC job announcements via the website or the daily newspapers. Most positions are open to the public and to other Government of Guam agency employees.

To determine the validity of credentials reflected in the job application form, the HRO staff conducts research on all schools listed on the employment application, particularly regarding degrees and credits earned. In addition, the HR office requires a copy of the applicants' high school diploma, general education development (GED) certificate or college transcripts to be included in all application packets submitted.

HRO personnel are required to determine if the credentials claimed are acceptable to the Western Association of Schools and Colleges (WASC), and the Accrediting Commission for Community and Junior Colleges (ACCJC), as well as, the Council for Higher Education Accreditation (CHEA) or US Department of Education. HRO also requires that degrees or transcripts received from schools or colleges outside the U.S. should be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES). NACES is an association of private foreign educational credential evaluation services recognized by CHEA.²⁴³

Actionable Improvement Plans

None

3A1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The College's full-time faculty, adjunct faculty, administrators and staff are evaluated at stated intervals through a systematic formal written process. Staff and administrators are evaluated based upon the College's Administrative Directive 95-001 Description of

²⁴¹ [2010-2016 GCCFU/BOT Agreement](#)

²⁴² [Recruitment Flowchart](#)

²⁴³ [SOP Determining Acceptance on Educational Diplomas, Degrees or Certificates](#)

Performance Factors.²⁴⁴ Faculty are evaluated based upon the guidelines established in Article X – Performance Appraisal of the GCCFU/BOT Agreement.²⁴⁵ The adjunct faculty evaluation process is based on both formal and informal classroom observations by the adjunct associate dean.²⁴⁶ Although the recruitment of adjunct faculty is the responsibility of the department chairs or the Assistant Director for Continuing Education, the adjunct associate dean is responsible for evaluating all adjunct faculty. Administrators and staff are evaluated by their respective supervisors and faculty are evaluated by their respective deans. The evaluation process for faculty is designed to be supportive, identify areas of improvement, foster innovation in teaching delivery, and encourage changes in behavior and attitude if necessary. The evaluation process for administrators and staff is based upon the performance evaluation instrument where effective execution of duties and responsibilities are listed on the job description for the position, which is aligned with the College’s mission, vision, policies and procedures. In addition, the evaluation process recommends improvement in the form of additional training to enhance and increase the productivity of the employee.²⁴⁷

Self Evaluation

The procedures for all evaluation processes are designed to encourage improvement by giving faculty, staff and administrators meaningful feedback on the established criteria of the positions they hold. The evaluation process for staff and administrators utilizes a formal instrument²⁴⁸ which covers specific performance factors such as quality, productivity, and reliability to assess areas of performance and effectiveness. The instrument also allows for comments regarding superior performance and recommendations for improvement when the evaluation of performance indicates a marginal or less than satisfactory result. Job performance evaluation for support staff and administrators are performed utilizing a performance evaluation instrument designed specifically for staff and administrators. Job performance evaluation for administrators and staff are performed (depending on their length of service and pay step) on a 12-month, 18-month, and 24-month period.

In an effort to continuously improve the performance evaluation tool for employees, the College is in the process of implementing a new performance evaluation tool for academic administrators (effective January 2012). This new tool is designed to place more emphasis on “professional competence/professional standards” versus work required. The new tool has a 5-point rating scale where 5 represents outstanding performance, 4 above satisfactory performance, 3 satisfactory performance, 2 marginal performance, and 1 unsatisfactory performance and will be administered semi-annually²⁴⁹. Patterned after a pay-for-performance model, the new performance evaluation tool also defines the five categories of performance measures. With the emphasis on continuously improving productivity and

²⁴⁴ [Personnel Rules and Regulations Administrative Directive 95-001](#)

²⁴⁵ [Article X – Performance Appraisal 2010-2016 GCCFU/BOT Agreement](#)

²⁴⁶ [Procedure for Adjunct Faculty and Educational Consultant Contracts](#)

²⁴⁷ [Staff Performance Evaluation Form](#)

²⁴⁸ [Academic Administrator Performance Evaluation Tool \(Draft\)](#)

²⁴⁹ [Academic Administrator Performance Evaluation Tool \(Draft\)](#)

performance, the College should also look into reviewing and making improvements to the performance evaluation tool for staff.

The evaluation criteria for faculty are listed in Article X – Performance Appraisal, of the GCCFU/BOT agreement. The faculty job specifications identify duties and responsibilities unique to full-time faculty to include expectation of performance.²⁵⁰ The evaluation process for adjunct faculty begins with the submission of the syllabus at the start of every fall and spring semester. Adjunct faculty are part-time, limited-term employees hired on an employment-at-will contractual basis. The adjunct associate dean is responsible for ensuring that the syllabus submitted by adjunct faculty meets and contains all of the necessary items required by their contract, including course number/section, instructor, course content/summary, course requirements, evaluation criteria and course SLOs. The adjunct associate dean is responsible for scheduling both formal and informal classroom observations as part of the evaluation process. Upon completion of the observation, the adjunct associate dean formalizes all the notes gathered during the observation and prepares a formalized feedback sheet, which is given to the adjunct faculty. Should the results of the observation yield major concerns, further discussions will take place between the adjunct associate dean and the respective department chairperson, or the Assistant Director for Continuing Education and Workforce Development to determine the next steps to be taken.

The full-time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage (to be completed in the first three months of the rating period), (2) the Record of Classroom Observation stage (with minimum of three observations: one formal and two informal), and (3) The Annual Performance Appraisal/Evaluation Period stage (during the last month of the rating period to finalize the previous two stages).

Prior to the implementation of the new faculty evaluation tool in 2010, the three main criteria ratings utilized to evaluate faculty were: (1) Exceeds Expectation for Rank, (2) Meets Expectation for Rank, and (3) Unsatisfactory/Needs Improvement.²⁵¹ With the new Faculty Evaluation Tool, the evaluation criteria has been revised from three to five criteria: (1) Improvement Needed, (2) Satisfactory, (3) Strong, (4) Stellar, and (5) Superb. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan must identify a timeline for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty members to improve their performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal.²⁵²

The evaluation process for faculty also involves their ability to demonstrate proficiency in classroom teaching. Part of this evaluation process looks at the faculty members' ability to clearly state, define and communicate lesson objectives to students, as well as their ability to use a variety of teaching methods and the appropriate use of assessment methods. Outside the classroom, the evaluation process looks at the faculty's ability to advise or sponsor

²⁵⁰ [Appendix A-3, GFT/BOT Agreement 2010-2016](#)

²⁵¹ [2010-2016 GCCFU/BOT Agreement Article X – Performance Appraisal Section E](#)

²⁵² [2010-2016 GCCFU/BOT Agreement Article X – Performance Appraisal Section F](#)

student interest groups, supervise and participate in student activities, assist students in attaining their academic, career and personal goals and encourage student leadership skills²⁵³. Other performance factors are also considered for overall faculty performance evaluation. These factors include but are not limited to participation in student activities, assuming leadership roles such as involvement in the initiation, development, and organization of projects which significantly contribute to the interest of the College, and involvement in the institutional assessment process, curriculum development and other activities that will enhance and strengthen the College's institutional effectiveness.²⁵⁴

Actionable Improvement Plans

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

3A1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Part of the classroom observation process looks at whether faculty use a sufficient number and variety of methods to assess learning and whether the assessments mirror the goals that are stated in the student learning outcomes and classroom activities. This process involves the ability of the instructor to create an atmosphere where learning experiences can take place and where students can feel comfortable to express and share ideas and opinions.²⁵⁵ As faculty members evaluate the assessment results, they can improve the content of their courses and sequencing of the content to improve the delivery of teaching and learning outcomes. As part of the classroom observation process, formal observation reports and discussions are provided to faculty members to make appropriate adjustments and improvements in their teaching methods.

Self Evaluation

Quality of teaching is assured by requiring a prescribed evaluation process administered at regular intervals and in a formal written process. The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. The College evaluates its faculty by using classroom observation guidelines and stated job specifications. Other factors in the evaluation process include the effectiveness of instructional delivery factoring, such elements as the effective use of class time, using effective instructional techniques and tools such as lecture, discussions, audio/visuals, group activities, or technology. Additionally, part of the performance expectation is the ability of the instructor to demonstrate superior knowledge of current teaching methodology and apply them in ways that stimulate independent learning in the students. This involves creativity in

²⁵³ [Instructional Faculty Performance Evaluation Rubric](#)

²⁵⁴ [Faculty Job Specifications Appendix A-1](#)

²⁵⁵ [Instructional Faculty Performance Evaluation Rubric](#)

building the lesson and utilizing previous lessons to heighten students' learning of the material in a well organized manner.²⁵⁶

The College is highly committed to student learning, which is clearly reflected in its institutional assessment process and its institutional effectiveness elements. Student learning outcomes play a huge part in the College's budgeting and resource allocation process, planning and decision making, and are also incorporated in the institutional assessment and performance evaluation processes.

Actionable Improvement Plans

None

3A1d. *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

In support of its mission, Guam Community College has adopted the ideals of scholarship, life-long learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect, and professional integrity. The College is guided by the belief that a sense of true community is achieved when these ideals and values are reflected in the behavior of its members toward one another.²⁵⁷ The College has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. Although standard Government of Guam policies and procedures guided the code of conduct of employees in the past, those policies and procedures were deemed both outdated and obsolete. As a result, the Professional Ethics Committee of the Faculty Senate created a new Code of Ethics policy. The new policy was adopted by the Board of Trustees as Code of Ethics Policy 470 on March 6, 2008, through Resolution 6-2008, to further re-enforce and cover subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for all employees.²⁵⁸ In addition, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy²⁵⁹ in its commitment to uphold professionalism and code of conduct to its highest level. This latter policy was recently reviewed and re-adopted to reflect currency with the ongoing campus discussion on ethical conduct for all GCC constituents.

Self Evaluation

The College requires all personnel to abide by and uphold professional ethics to its highest standard. Employees of Guam Community College have unique responsibilities that derive from their membership in an academic community and from their roles as public servants. The faculty handbook and the Code of Ethics policy provide the procedure for filing, investigating, and adjudicating complaints of unethical conduct and nature. The Code is viewed as essential within the context of the college community.

²⁵⁶ [Instructional Faculty Performance Evaluation Rubric](#)

²⁵⁷ [Code of Ethics – Introductory Statement](#)

²⁵⁸ [Code of Ethics Policy 470](#) Adopted March 6, 2008

²⁵⁹ [BOT Code of Ethics and Conduct Policy 115](#) - Reviewed and Adopted September 5, 2008

The Committee on Faculty Ethics (CFE) has recently adopted procedures for handling complaints of violations of faculty ethics²⁶⁰. Under this procedure, the Faculty Senate examines the charges in the complaint report and determines if the issue is under its purview. The Faculty Senate will establish if legal, administrative, mediation or other procedures render the CFE's possible pursuit of an investigation redundant or disruptive. If the Faculty Senate determines that the complaint is under its purview, it will convene the CFE to investigate the complaint. A new form was developed for this purpose²⁶¹. As a living document, however, the procedures contained in the policy require a revisit every so often.

Actionable Improvement Plans

1. Schedule a periodic review on the Code of Ethics Policy for all GCC constituents (including the Board) for currency and revision as needed.

3A2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The College continues to maintain a sufficient number of qualified faculty and staff to carry out the mission of the institution. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment numbers. The organizational structure of the College is grouped by instructional divisions and administrative support units. Administrative and support staff are employed to support these divisions and departments. The College ensures that sufficient staff are hired to keep up with increasing operational demands and to provide support to the institution's mission and purpose. The determination for appropriate staffing levels begins at each program or department. The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators, and staff to support its programs and services via its institutional assessment process and program review.

Self Evaluation

According to the AY10-11 Fact Book, there were a total of 238 full-time employees in fall 2010.²⁶² Of this number, 112 or 47 percent are faculty, 103 or 43 percent are staff, and 23 or 10 percent are administrators. The number of adjunct faculty is 74, bringing the combined total of full-time and adjunct faculty to 186. This combined number of faculty supports both postsecondary and secondary programs. Sixty percent are full-time and 40 percent are adjunct.

²⁶⁰ [Faculty Senate, Violation of Faculty Ethics Procedure](#)

²⁶¹ [Faculty Senate "Concerns Form"](#)

²⁶² [Fact Book AY 2010-2011 Volume 5](#)

Although GCC has been diligent in hiring an adequate number of instructors to accommodate its programs and services, it has encountered difficulty hiring instructors in the professional and technical field areas. Specifically, the College has been having difficulty filling teaching positions in the nursing program. More critically, the College has been challenged in keeping a nursing director for the nursing program.²⁶³ In the past three years several turnovers have occurred in this particular position. The critical part in filling the position lies in the position's stringent credential requirements. Because the position is highly specialized, the College has to compete with other health industries filling the same position. Another difficulty in the teaching recruitment is filling the position of carpentry instructor. Similar to the nursing director, this position is in high demand due to growth in the construction industry in anticipation of the upcoming military build up that Guam will soon be experiencing.

Despite the challenges the College encounters in filling needed teaching positions, it always finds ways to resolve them and is able to set up contingency plans to avoid disruption of its programs and services.

Actionable Improvement Plans

None

3A3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The College assesses its personnel policies and procedures periodically for currency and adherence to local and federal laws governing personnel matters. The College has developed a wide range of policies, rules and procedures which provide a clear set of guidelines for the fair and impartial treatment of faculty, administrators, and staff. Many of these policies and procedures are set forth in bargaining agreements with faculty as reflected in the GCCFU/BOT Agreement²⁶⁴ and in GCC's personnel rules and regulations for staff and administrators.²⁶⁵ These policies and procedures range from disciplinary action, grievance, performance evaluation, advancement in rank/promotion and leave policies.

Self Evaluation

The College systematically develops personnel policies and procedures that are reviewed and approved by the Board. All new policies being developed are circulated to the College community for feedback and comments via print and electronic mediums such as email and the MyGCC web portal. Examples include BOT Policy 340, 520, and 198. Feedback and comments received from the College community are reviewed, considered and incorporated

²⁶³ [Nursing Director Job Announcement](#)

²⁶⁴ [GCCFU/BOT Agreement - 2010-2016](#)

²⁶⁵ [Personnel Rules and Regulation Guidelines](#)

into the draft policy where appropriate. The new policy is then forwarded to the Board of Trustees for review and approval. Such policies and procedures are equitably and consistently administered. The College's personnel rules and procedures are available for information and review through the Human Resources Office. The institution also establishes and adheres to written policies ensuring fairness in all employment procedures. In addition, GCC's EEO representatives have regular training to ensure that they are up-to-date with EEO policies.

All new employees must attend a new employee orientation workshop where policies and procedures, employee safety, employee benefits and job expectations are clearly explained.²⁶⁶ Many of the policies, procedures, and negotiated agreements, such as the 2010-2016 GCCFU/BOT Agreement, Affirmative Action Policy 165, and the Americans with Disabilities Act, are also available on the College's website portal to allow ease of access and viewing by all employees.

Actionable Improvement Plans

None

3A3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The College adheres to the policy of equal opportunity and affirmative action in education, training, and employment for all persons regardless of race, religion, color, sex or national origin.²⁶⁷ Furthermore, the College is committed to comply with all Guam and Federal Statutes, Rules and Regulations which prohibit discrimination. GCC demonstrates through its policies and practices the understanding of and concern for issues regarding equity and diversity. The college conducts EEO training for all its employees on an annual basis, covering EEO policies and procedures during HRO's designated mandatory training sessions. GCC assesses its employment record on equity and diversity on a regular basis and submits its report to governing agencies such as the Guam Department of Administration²⁶⁸.

The College's employment policies and procedures ensuring fairness in employment procedures are stated in the following documents: Faculty Job Specifications, 2010-2016 GCCFU-BOT Agreement, Government of Guam Employment Application Form, and GCC's Personnel Rules and Regulations.

Self Evaluation

The College demonstrates through policies and practices the understanding of and concern for issues regarding equity and diversity. The College provides annual EEO training for

²⁶⁶ [New Employee Orientation Agenda and Sign-in Sheet](#)

²⁶⁷ [Affirmation Action BOT Policy 160](#)

²⁶⁸ [Department of Administration EEO Report Sample](#)

all its employees, and covers EEO policies and procedures during new employee training, faculty orientation, sexual harassment training, and supervisor training.²⁶⁹

The College fills vacancies from the best-qualified candidates without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation or veteran status. All job applications submitted to the College are rated for eligibility and required qualifications for the permanent position vacancy by the Human Resources Office. Job candidates rated eligible and qualified for the position vacancy must go through a job interview process by an interview panel²⁷⁰. Accompanying the interview panel is a certified EEO representative to ensure that the interview process is conducted in a non-discriminatory manner.

Actionable Improvement Plans

None

3A3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Descriptive Summary

The College's Human Resources Office ensures that all personnel records are kept confidential and locked in a secured environment. All personnel records are safely stored in a 13' x 15' room with a double locking mechanism on the door. Windows in the room are also sealed off for added security. Only authorized personnel have access to the personnel records. Benefits and workers' compensation records are also kept confidential and inactive personnel files are kept permanently locked in a secured storage environment. Since 2008, information such as pay stubs and sick and annual leave accrual and balance can be accessed by the employee on the College's website portal (MyGCC) My Banner tab, under Self-Service.²⁷¹

Self Evaluation

The College is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete and permanent. To increase accessibility of employee records by employees, the College has made certain information contained in employee records available electronically through the College's website portal. Access to the portal is safe and secure and is password protected to ensure that only employees themselves can access part of their record electronically.

All employees are given the right to review their employee record. Access to their personnel record is requested through the Human Resources Office during normal business hours. An authorized staff member of the Human Resources Office must be present to

²⁶⁹ [Copy of EEO Training Agenda and Sign-in sheet](#)

²⁷⁰ [Sample interview Questions for Position of Administrative Officer/Academic Affairs](#)

²⁷¹ [Website Portal MyGCC](#)

ensure that the security of the records is not compromised and to assist employees in making copies of certain files that they may need.

To enhance the security and safe maintenance of employee records, the College should consider an electronic back-up of all employee records in the event unfortunate events such as fire or storm damage cause such records to be destroyed. Guam has previously experienced natural disasters such as typhoons and major earthquakes. The electronic back-up of records should be stored in a safe and secure environment that can withstand extreme situations.

Actionable Improvement Plans

1. Consider backing up all employee records electronically and storing records off-campus for additional security.

3A4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Descriptive Summary

The College demonstrates a concern and understanding of issues of equity and diversity through a number of policies, practices and initiatives. The College also understands the need for administrators and leaders to develop a mindset that diversity is a value and a resource to an organization. GCC has a multicultural community as evidenced by its diverse student population, reflected in the College's Fact Book.²⁷² Employees of the College are members of a unique environment where interaction with diverse, multi-cultural student populations and faculty groups are a daily occurrence. The College's commitment to equity in serving Guam's diverse community permeates the campus community.

Self Evaluation

The College is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. Equal opportunity and a respect for diversity are evident in the hiring policies and procedures of the College. Furthermore, EEO guidelines are followed and emphasized at every step of the hiring process. All newly hired employees are encouraged to read and acknowledge their awareness of the College's discrimination and sexual harassment policies and procedures. GCC's EEO related policies reiterate the College's zero-tolerance toward discriminatory or harassing behavior towards employees or students. The College's Discrimination-Sexual Harassment Policy (Policy 185)²⁷³ was adopted by the Board of Trustees, after its careful review of this policy in September 2008.

The College's human resources staff stays abreast of emerging issues related to diversity and equal employment law by maintaining membership in the Society of Human Resources Management (SHRM) Guam chapter. In 2009 and 2010, the Human Resources

²⁷² [Fact Book 2010 Volume 4](#)

²⁷³ [Sexual Harassment Policy 185](#); Amended and Adopted by Resolution 33-2008, September 5, 2008

Administrator held the position of Guam's SHRM Chapter president which allowed her to stay current with EEO and Sexual Harassment issues and therefore provide timely diversity training to the human resources staff under her supervision. Newly hired employees are required to read, acknowledge and sign their awareness of the College's discrimination and sexual harassment prevention policies and procedures.

Actionable Improvement Plans

None

3A4a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

The College promotes and supports the diversity of the campus community including students, faculty, administrators, and staff. Policies and procedures are in place to ensure fair treatment of employees, and complaint procedures are accessible in the event an employee needs to utilize them. The Center for Student Involvement (CSI) oversees various clubs and organizations which are working closely with the diversified student population. CSI oversees the following initiatives: [Student Governance](#), [Leadership Training and Development](#), and [Student Organizations](#). Each of these initiatives is guided by the belief that "students must become intentionally involved in campus programs and activities in order to become fully prepared for the workplace and for other life commitments." CSI also provides additional support through forms used to create student organizations, establish by-laws, outline ways to conduct meetings, etc. (www.guamcc.edu – Offices – CSI).

The College also supports and sponsors activities such as health, professional development and social events for its diverse personnel. For example, the College supports the "Biggest Loser" contest (usually held from January to April) where employees compete to see who can lose the most weight. In the quest to shave off pounds for the contest, employees exercised more frequently and developed good eating habits. The support comes by giving employees one hour off twice a week for group exercise activities such as walking or group aerobics sessions within the campus.

Professional development support is given by providing employees the opportunity to attend off-island conferences/workshops to enhance their skills. This support is possible through the professional development program for both faculty and staff/administrators at the College, with each group given an annual funding source to promote such activities.²⁷⁴

Lastly, the College sponsors social events to enhance the morale and welfare of its employees. Events such as the "Year-End Event" allow the President to present an overview of the College's accomplishments and challenges of the past academic year as well as the challenges and expectations for the next academic year. The presentation is followed by a

²⁷⁴ [Professional Development Policies and Procedures for Faculty and Staff/Administrators](#)

festive atmosphere where food and drinks are served and relaxation and socializing occur. Other social events include the annual employees' Christmas party, monthly birthday celebrations, Labor Day picnic, and Thanksgiving luncheon, among others. These events reflect the College's deep concern for the social, professional, mental and physical well-being of its employees.

Self Evaluation

Through appropriate programs, practices, and services that support its diverse student body, GCC's Center for Student Involvement serves as an advisory unit for all student organizations and clubs that represent various programs and ethnic groups. CSI has sponsored several events to celebrate diversity in the campus community. One of these events was the commemoration of Martin Luther King Jr. holiday, where a presentation highlighted the legacy of the American Civil Rights Movement of the 1960s and how it relates to modern efforts for equal rights on the island.²⁷⁵ Another presentation recognizing and honoring diversity was the screening of "Sway," a local student independent film presentation about how the Chamorro culture is caught in a struggle between sticking to age-old traditions while coping with modern influences.²⁷⁶ These events are just some of the activities that CSI has supported and sponsored.

The College also has an employee association and a wellness program to better serve the needs of students, staff, administrators and faculty. With the College's commitment and support of the health and well-being of its members, the "Biggest Loser" contest encourages good health, exercise, and good eating habits among employees.

Numerous services and programs are available to assist the College's diversified student population. The Council on Postsecondary Student Affairs (COPSA) and Project AIM are two examples of these organizations. For faculty, staff, and administrators, the College's Employees Association Organization has been very instrumental in sponsoring events such as the annual Christmas party in order to enhance and maintain the social well-being of the employees.

Actionable Improvement Plans

None

3A4b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Descriptive Summary

The Human Resources Office annually assesses its record in employment equity and diversity for all personnel when submitting its HR report to the Guam Department of Labor

²⁷⁵ [Guam Pacific Daily News](#), January 22, 2010

²⁷⁶ [Guam Pacific Daily News](#), January 22, 2010

as required.²⁷⁷ This report includes both a workforce and utilization analysis as mandated by local and federal regulations. The Human Resources Office compiles this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in the College's employee listing.

Self Evaluation

The College's current diversity profile is somewhat consistent with the community it serves. There are, however, certain positions such as instructors that lack adequate representation. Based on the Fact Book, approximately 10 percent of the student population is of Micronesian origin.²⁷⁸ Of the total student population of 2,220 in fall 2010, approximately 220 students are Micronesians. The College has three administrators that are of Micronesian origin but none so far at the faculty level. This is critical because language and culture are key factors in the success of Micronesian students. The College's commitment to equal employment opportunity efforts need to be emphasized to ensure that the diversity of faculty at the College is consistent with the diversity of its student population.

The College should consider advertising in Micronesia (e.g. Pohnpei, Palau) to recruit teachers of Micronesian origin to fill future teaching position vacancies. By having Micronesian representation at the faculty level, Micronesian students will feel more comfortable in discussing their academic challenges with someone of their own ethnic origin. At present, the College's Project AIM provides support services to Micronesian students such as tutoring, mentoring, study skills workshops and technology workshops.

Actionable Improvement Plans

1. Consider advertising in Micronesia to recruit teachers of Micronesian descent.

3A4c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

The College demonstrates fairness, equity and integrity in the way it treats its employees and students through adherence to established Board policies and procedures that address employee and employment provisions developed through a collegial consultation process. These Board policies, which govern the treatment of employees, are readily available on the College website. These include Policy 160 - Affirmative Action, Policy 165 - Compliance with the Americans with Disabilities Act, and Policy 185 - Sexual Harassment Prevention. Policies regarding the fair treatment of students are available in the College's Catalog²⁷⁹ Non-Discrimination Statement and Student Code of Conduct, are also in the student handbook²⁸⁰.

²⁷⁷ [Equal Employment Opportunity Workforce Analysis report](#)

²⁷⁸ [Fact Book 2010 Volume 4](#)

²⁷⁹ [2011-2012 Course catalog](#)

²⁸⁰ [Student Handbook](#) – Student Rights, p. 6

Self Evaluation

The College is committed to treating its members fairly in accordance with its mission statement and Board-approved policies and procedures such as Affirmative Action, Policy 160, and Discrimination-Sexual Harassment Policy 185. Policies and procedures governing student rights and responsibility are clearly communicated in the College catalog. Additional policies that affect the treatment of all employees can be found in the College's website portal, MyGCC, under the Governance tab.

The College demonstrates integrity in the treatment of its administrators, faculty, staff, and students by abiding with its policies and procedures covering the fair treatment of its members and students. Complaints or grievances are taken seriously and investigated thoroughly, especially if the complaint or grievance involves sexual harassment or Equal Employment Opportunity issues.

The College also demonstrates fair treatment of its employees by advocating and promoting a respectful work environment. Many of the policies and procedures that affect employees such as work hours, leave, evaluation, discipline, and grievances are developed through the collective bargaining process for faculty.²⁸¹ For staff and administrators, these policies and procedures are developed through the College's personnel rules and regulations and are approved by the Board.²⁸²

Lastly, the College takes pride in recognizing its employees for their achievements and celebrating their accomplishments. Each year the College recognizes and honors its employees who have performed above and beyond the scope of their duties and responsibilities. This is known as the Employee Recognition Award Program. This recognition award is broken down into four categories namely "Employee of the Year," "Administrator of the Year," "Faculty Excellence Award, and an added category, "Adjunct Faculty of the Year."²⁸³ Recipients of these awards are given monetary prizes as a small token of the College's appreciation of their dedication and hard work in carrying out the College's mission. The process by which this is implemented is currently under review and discussion.

Actionable Improvement Plans

None

3A5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

²⁸¹ [GFT/BOT Agreement – 2010-2016](#)

²⁸² [Personnel Rules and Regulations](#)

²⁸³ [Employee Recognition Award Program](#)

Descriptive Summary

Professional development is fully institutionalized and supported by the College. The Board of Trustees recognizes the importance of a well trained faculty, administrator, and staff to effectively carry out the mission of the College. The Board is also committed to providing resources to support professional development activities.²⁸⁴ As an institution, the College is committed to improving the professional growth of its faculty, staff, and administrators by offering a wide variety of professional opportunities that support both the institution's strategic goals and the personal and professional goals of its employees. The ultimate goal is to retain a competent workforce within the College by encouraging and facilitating the training and education of employees to provide the community with a responsive educational environment that empowers learners to develop skills and knowledge to be responsible and productive individuals in a global context.

Over the past four years, the College has invested over a half million dollars in professional development activities for members of the Board of Trustees, faculty, and staff/administrators. Within that period a total of \$83,299.00 was spent for Board members' professional development activities, \$306,074.00 was spent for faculty professional development, and \$156,286.00 was spent for staff/administrator professional development. The total amount of money invested over the 4-year period covered a total 188 constituents receiving professional development financial support.²⁸⁵

GCC's professional development program allows full-time staff and administrators to pursue their studies at Guam Community College, the University of Guam or other approved educational and/or training programs. The goal is to provide financial support to eligible employees who desire to pursue training or academic opportunities in areas related to their job occupation or as determined beneficial to the College in order to maximize their skills, abilities, and the needs of the College.²⁸⁶ Both staff/administrators and faculty have their own professional development committee with its own policies and procedures governing professional development of its members. The Board also has professional development monies to engage in Board education and training.

Self Evaluation

The College has established institutional priorities for professional development in order to maximize the use of available professional development funding. The institutional priority is broken down into two categories: organizational priorities and academic priorities. Organizational priorities consist of modernization of classrooms, instructional technology, facilities upgrade, improving delivery of services to students, renewable energy/alternative energy sources, and financial stabilization strategies. Academic priorities consist of accreditation, student learning outcomes, program review, linking institutional planning to budget, effectuating critical thinking skills, diverse learning styles and student motivation.

²⁸⁴ [BOT Professional Development Policy 400](#)

²⁸⁵ [Professional Development Summary Table](#)

²⁸⁶ [Staff/Administrators Development Program Procedures](#)

All personnel requesting for professional development support must ensure that the professional development they are pursuing falls within these two categories.²⁸⁷

Professional development travel and conference awards are subject to the College's travel guidelines policy.²⁸⁸ Recipients are required to share information gained as a result of the conference attendance through a trip report. In addition, recipients are required to provide a summary of their conference/workshop attendance, including their expectations of the event, results of key sessions attended, ways the participant intends to incorporate the information into instruction, and whether the participant would recommend the conference/workshop to others.

The College's staff/administrator development procedure sets priority in approving staff requests for professional development support.²⁸⁹ Priority is given to employees who have not obtained a credential, but may possess valued industry experience. Exceptional cases are employees with degrees and where a job-related course is necessary. Financial assistance is provided for training and educational costs such as registration, tuition, textbooks, airfare, per diem, and other required fees. The guidelines limit tuition assistance to three courses and limit staff/administrator off-island development activity to one approved request per year. Additionally, no financial assistance will be provided for a course taken more than once if the course was paid through the staff/administrator development funds.

Actionable Improvement Plans

None

3A5a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College is committed to developing the faculty, administrator and staff potential to its fullest through the numerous training opportunities offered throughout the entire year as part of the professional development program. Teaching and learning needs of faculty, administrators and staff are identified through the performance evaluation process. Training needs are also identified through the College's institutional assessment process and program review. All employees identify professional development goals through the performance evaluation process.²⁹⁰ The College's Professional Development Review Committee (PDRC) has been very instrumental in bringing in new ideas and topics that enhance the College's professional development program.

On February 16, 2009, PDRC organized and conducted a series of professional development activities entitled "Employees Are Our Assets Too" for both faculty and staff/administrators.

²⁸⁷ [Professional Development Institutional Priorities Memo](#)

²⁸⁸ [Travel Policy and Procedures](#)

²⁸⁹ [Staff/Administrators Development Program Procedures](#)

²⁹⁰ [Performance Evaluation Form for Faculty and Staff/Administrators](#)

Presenters for the different professional development topics included in-house faculty and administrators and invited guests from businesses and local/federal organizations. Professional development topics included cultural diversity, leveling the playing field for students with disabilities, stress management, credit management, using online resources such as Google Docs to create and share files online, and using “Guampedia.com” to add local subject content in the classroom. Guampedia is a comprehensive online encyclopedia about the history, culture and issues of modern Guam.²⁹¹

The PDRC continues to plan professional development activities to meet faculty training needs. These activities include reaching out to professional organizations to share useful information to enhance the skills and productivity of employees. The College also has made significant investments in opportunities for leadership level training using the expertise of “The Chair Academy,” a well recognized organization known for its comprehensive leadership skills training programs for higher education professionals. In the last Chair Academy training in summer 2011, participants developed proficiency in selecting, integrating, and applying appropriate concepts in formulating and implementing approaches to address leadership problems and issues.

The College refers to the leadership training program as “The Guam Leadership Academy” and has extended the training opportunity to key personnel from other colleges within the region such as the College of the Marshall Islands (CMI) and the Northern Marianas College (NMC). The training program takes place over an 18-month period beginning with one five-day residential session followed by a 12-month practicum and another five-day residential session after the 12-month practicum.²⁹² The first cycle for the program started in June 2011 and will end in June 2012. A total of 39 faculty, administrators and staff from GCC, CMI, and NMC participated in the first cycle of the training program.²⁹³ The President’s professional development funding provided the critical support in order to promote succession planning not only for the College but also for the region.

Self Evaluation

All College personnel are provided appropriate opportunities for continued professional development consistent with the institutional mission and based on identified teaching and learning needs. Faculty and staff/administrators each have their separate professional development committees with policies and procedures to advance the interests of their members in receiving support for professional development programs.

The Faculty Professional Development Review Committee (PDRC) is charged with reviewing, evaluating and approving packets for faculty education, training, and workshops/conferences.²⁹⁴ In addition, the PDRC plans, develops and implements professional development and sabbatical initiatives that contribute to faculty growth. Such initiatives include workshops, mentoring, faculty forums, individual/departmental

²⁹¹ [Professional Development Agenda](#) “Employees Are Our Assets Too” – February 16, 2009

²⁹² [Session 1 Training Schedule](#)

²⁹³ [Session 1 Participant list](#)

²⁹⁴ [Sample Copy of PDRC’s Mid-Term/End of Year Report](#)

professional development activities, credentialing, pursuit of academic credits, and sabbatical initiatives.²⁹⁵

The purpose of the Staff/Administrator Development Committee is to review and recommend staff and administrator requests for development activities funded by Non-Appropriated Funds (NAF) staff/administrator development funds.²⁹⁶ The Staff/Administrator Development Committee meets regularly to review and make recommendations regarding staff and administrator professional development requests.

Actionable Improvement Plans

None

3A5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College engages in regular assessment of professional development activities through its institutional assessment and program review process to ensure that the needs of faculty, staff and administrators are met. Professional development workshops conducted within the College require an evaluation instrument. Participants of the workshop are requested to fill out the evaluation tool with their honest opinions on the effectiveness of the workshop. Comments and feedback from participants are used to make improvements in the contents and delivery of the workshop.²⁹⁷

Self Evaluation

The College encourages and recognizes the value of a workforce committed to life-long learning and is committed to the professional growth of all employees through staff development training, in-service training and workshops. The professional development committees of both faculty and staff/administrators are continuously reviewing and planning future professional development activities that address the interest and needs of their respective members.

A Faculty Professional Development Needs Assessment Survey is conducted by PDRC semi-annually in each semester. The survey results are used to determine the workshop offerings and training opportunities for the upcoming academic year. Additionally, PDRC provides mid-term and end-of-the year written reports to the College President via the Vice President for Academic Affairs on information relative to the number of faculty awarded study opportunities, off-island travel, costs, plans and other related topics. Copies of the reports are forwarded to the Faculty Senate president and the union president. The end-of-the year

²⁹⁵ [GFT/BOT Article IX, Professional Development Initiatives](#)

²⁹⁶ [Staff/Administrator Development Program Procedures](#)

²⁹⁷ [Sample copy of workshop evaluation form](#)

report includes a summary of PDRC activities, and evaluation of its internal operating procedures and Code of Ethics and recommendations for procedural change, if any.²⁹⁸

To better serve faculty, staff and administrators with their professional development needs, the professional development committees of both faculty and staff/administrators require their members to submit an evaluation report regarding the professional development activities they attended so their feedback can be used for planning purposes. Evaluation is made a part of the of the trip report to capture the feedback of all employees attending off-island conferences and workshops, as well. Trip reports have been compiled and are used as an important data source for program assessment purposes.

Actionable Improvement Plans

None

3A6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College assesses the use of its human resources through its planning, performance budgeting, assessment process and program review. Human resources planning is systematically linked to institutional planning through these elements. The effective use of human resources is systemically assessed for continuous improvement through each unit/department assessment plan and report.²⁹⁹ The strategic framework for institutional effectiveness requires that the Human Resources Office indicate its relationship to the institutional mission and institutional goals³⁰⁰ in the planning and assessment process. Budget requests and resource needs are based on documented, data-driven evidence.

Self Evaluation

Human Resources is integrated into the planning process to ensure that the College is recruiting effectively and adequately supporting existing employees in order to meet the demands of all programs. Adhering to the institutional effectiveness process, which serves as the heart of the strategic planning framework for institutional effectiveness, programs must in turn provide evidence related to the stated hiring criteria and demonstrate that the requested position supports program and institutional goals.³⁰¹

Additional staffing needs are discussed in management team meetings attended by the College president, vice president for academic affairs, vice president for finance and administration, deans and administrators of the different departments. Requests for

²⁹⁸ [Sample copy of PDRC's Mid-Term/End of the Year Report.](#)

²⁹⁹ [Human Resources Office Assessment Report](#)

³⁰⁰ [HRO Institutional Assessment Plans and Reports, Related Goals, and Administrative Unit Objectives](#)

³⁰¹ [Materials Management Institutional Assessment Plans and Reports 2009-2011](#)

additional staffing are reviewed using available unit assessment plan/reports, program review information and any additional information made available by departments requesting the additional personnel.³⁰²

The College strives to meet the goal of selecting and developing highly qualified staff by ensuring a fair and rigorous recruitment process and by providing numerous professional development opportunities. The use of program review data and results provide a direct link between resource allocation and institutional planning. The request for hiring of additional personnel is supported by program review reports and other related assessment data.

Actionable Improvement Plans

None

3B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

3B1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The College strives to develop and maintain adequate physical resources in order to provide a positive environment to support excellence in instruction and learning. Periodic inspections of facilities are conducted on a quarterly basis to ensure that health and safety regulations are being adhered to, and that they satisfy the federal Occupational Safety and Health Administration (OSHA) standards.³⁰³ Buildings are also inspected to ensure compliance with federal and local building codes as well as the uniform fire codes.

The College has been able to effectively maintain its current physical resources while planning for the future needs of its educational programs and services. To determine the sufficiency of classroom facilities and other facilities, the College uses “room utilization data” to determine the sufficiency of classroom, lecture halls, and labs (computer, science, etc.). Data is obtained from two main areas. First, data is obtained from class scheduling developed each semester by the department chairperson in collaboration with the deans and registrar. The second source of data is obtained through room utilization requests for the use of classrooms, lecture halls, or labs usually for workshops or in the event a class has to be relocated because of air conditioning problems. In this scenario, the online Room Utilization Request Form³⁰⁴ is submitted to the Student Support Services Night Administrator to review and process.

³⁰² [AVP Memo "Request for Justification of Requested Positions". April 28, 2008.](#)

³⁰³ [Code of Federal Regulations \(CFR 29\) Occupational Safety and Health Manual](#)

³⁰⁴ [Room Utilization Request Form](#)

In September 2005, the College's 2005 Physical Master Plan was completed by Tanguichi Ruth Makio Architects (TRMA). This master plan mapped out the general growth of the campus facilities necessary to accommodate the College's anticipated needs over the next 15 years. The plan has been an instrumental component of the College's strategic package when applying for federal grants and other funding sources, resulting in the successful award of funds for a variety of projects from various sources. The College's physical resource planning is integrated with institutional planning documents such as the Guam Community College's Institutional Strategic Master Plan (ISMP).³⁰⁵

Fifteen permanent buildings sit on the College's 24-acre campus in Mangilao, currently with one temporary building (T-6); of the 15 buildings, 3 were built within the last 20 years. The current Administration Building, which was originally intended to be student housing, was constructed in the mid-1990s. The Technology Center and Multi-Purpose Auditorium are concrete structures that were refurbished in 2005. Most of the other facilities were constructed in the 1960s, '70s and '80s. Three new buildings have been constructed within the last three years: the Anthony A. Leon Guerrero Allied Health Building was completed in December 2009, the Learning Resource Center was completed in December 2010, and the Student Center opened in December 2011.

Standard classroom facilities are housed in Buildings A, B, C, and D, which are concrete structures. Buildings 100, 200, 300, 500, 600 and 900 are pre-engineered metal buildings used primarily for career and technical education shop facilities. Shop spaces are also provided for air conditioning and refrigeration, auto mechanics, auto body, construction trades, and welding. Special laboratories are used for instruction in office technology, networking systems technology, visual communications, and the hospitality/tourism programs. Additionally, GCC has a concrete building on the John F. Kennedy High School (JFK) campus in Upper Tumon.

The new Allied Health Center is a 22,000 square foot, two-story facility that houses classrooms and laboratories for the allied health program and science departments. The state-of-the-art Learning Resource Center (LRC) is a two-story, 22,000 square foot LEED-Gold certified facility containing a reading area/collection section, computer work areas, a computer lab, group meeting rooms, audio visual rooms, staff areas, and a large group meeting room. The new Student Center, scheduled to open in December 2011, is another two-story, 22,000 square foot facility containing student meeting rooms, a health center, and amenities conducive to the overall learning experience of students at GCC.

Self Evaluation

Aligned with GCC's goal to provide facilities that are clean, efficient, safe, functional and aesthetically pleasing, the College is systematically implementing various components of its integrated 2005 Physical Master Plan (update of the plan is currently being discussed) and continuously reevaluates its anticipated needs. Completion of key projects³⁰⁶ in the master plan will increase the building area of the campus by 75 percent and allow the College to

³⁰⁵ [Institutional Strategic Master Plan 2009-2014, Appendix B](#)

³⁰⁶ [New student center and Re-furbishing of Foundation Building](#)

accommodate the anticipated 15 percent increase in student enrollment through 2020. However, the college has already reached a 26 percent increase in student enrollment in just three years since 2007 (2010-2011 Fact Book, page 18).

GCC's Environmental Health and Safety Administrator works with all departments of the College regarding health and safety issues. The Environmental Health and Safety Office continues to conduct regularly scheduled and unscheduled inspections to ensure compliance with OSHA standards. In addition, any safety-related findings from the inspection of the campus conducted by Guam Environmental Protection Agency, Guam Fire Department, and Department of Public Health & Social Services are tracked to ensure corrective actions of deficiencies are completed. Construction projects on the College campus and satellite schools are monitored periodically to ensure OSHA compliance. Furthermore, in-house inspection findings regarding Americans with Disability Act health and safety issues are compiled, prioritized, and routed to the respective departments for corrective action. Furthermore, in order to insure the College and its facilities, the institution follows and must meet criteria outlined by United Educators Insurance Company. Application for renewal of insurance details questions verifying that the college maintains inspections for campus safety measures related to building repairs, removal of hazards, drug/alcohol policies, security, risk management teams, medical counseling and others (United Educators Insurance Company Application August 2006).

The College is experiencing one of its largest and most dynamic periods of enrollment, in direct correlation with the impending military build up slated to happen through 2020. The build up is being touted as the most major economic and social growth period that Guam has experienced since the end of World War II. In the past three years, the College has generated more than \$15 million in construction revenue from federal and local funding sources, partnership opportunities and endowments.

The College has exhibited responsible and responsive leadership in identifying and securing resources and adhering to sound planning processes, and is committed to carrying out plans in the most effective and efficient manner. In light of its fiduciary conscientiousness, the Office of the Public Auditor on March 30, 2011, congratulated the College for having a clean audit for the tenth consecutive year, and for maintaining its fiscal accountability and increasing student enrollment despite the challenges of the island's economic downturn and stagnant local appropriations.³⁰⁷

As stated in the College's ISMP 2009~2014, it is anticipated that the United States military will invest approximately \$15 billion to upgrade and expand its facilities on the island to accommodate the relocation of U.S. Marines from Okinawa to Guam. This anticipated investment will significantly grow the island's economy and exponentially increase its gross receipts revenue. Furthermore, the influx of Marines and their families is expected to increase the island's population by approximately 20 percent, or some 30,000 people. This figure does not include expected immigrants from the Freely Associated States of

³⁰⁷ [GCC FY2007 Financial Highlights](#) – Office of the Public Auditor

Micronesia, the Commonwealth of the Northern Marianas and the estimated 15,000 temporary H-2 workers that will be brought to Guam for the build up.³⁰⁸

The planned construction for defense installations, housing and infrastructure, as well as the maintenance and operations of these facilities for the long term, will create an unprecedented need for skilled and certified trade workers. The anticipated need for workers is so large that the U.S. Congress has lifted restrictions on the number of H-2 visa laborers that can be brought to Guam and the region. Because of its mandate to provide career and technical education, GCC is expected to lead the territory's initiative to train and prepare Guam's workforce to participate in this unprecedented growth of Guam's economy.³⁰⁹ GCC developed its Institutional Strategic Master Plan (ISMP) to serve as a guide in fulfilling the community's need for technical and adult education training programs for both the short and long-term projected needs.³¹⁰

Actionable Improvement Plans

None

3B1a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

Descriptive Summary

The College plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. Facilities-wise, the ISMP and Physical Master Plan serve as the primary planning documents. These documents are driven by the College's mission, priorities and annual department plans.

The College reassesses its programs, organizational structure and instructional curriculum periodically in accordance with anticipated industry needs. Based on the results of the assessment, projects are proposed and submitted to fulfill the needs of the instructional programs. An example of one product of the College's assessment and planning process is the Anthony A. Leon Guerrero Allied Health Center, which opened in December 2009. The building houses two lecture halls, a computer lab for nursing students, two science labs, two nursing classrooms, two nursing labs, one administration lab, one clinical lab, one simulated hospital classroom and one conference room. The new facilities provide Allied Health, science, and nursing students with an opportunity to engage in learning activities tailored to enhance real life scenarios and critical thinking skills in a modern, state-of-the-art environment.

³⁰⁸ [ISMP 2009-2014](#)

³⁰⁹ [Copy of Public Law 14-77](#)

³¹⁰ [Institutional Strategic Master Plan](#)

Another example of how the College's assessment and planning process continuously improves its facilities is the renovation of the GCC Foundation Building. The building housed the library on its second floor and instructional classrooms occupied the first floor. The library space was eventually replaced by the construction of the new Learning Resource Center (LRC). Its state-of-the-art design brought forth the first LEED-certified building for the Government of Guam. The LRC contains photovoltaic systems at its rooftop, digital temperature controls and building management systems, and is outfitted with new furniture made from recyclable materials.

Situated adjacent to the Learning Resource Center, the Student Center includes a plaza and student square, a student lounge and nine 1,000-square foot meeting rooms, and energy efficient photovoltaic systems will be installed later. The new building is a \$3.9 million facility paid for with American Recovery and Reinvestment Act (ARRA) funds.

Self Evaluation

The College plans, builds, maintains and upgrades its physical resources to ensure their effective utilization. The Resources, Planning & Facilities Committee (RPF) of the Faculty Senate plays an important role in this process by assessing and assuring that physical resources provide the necessary quality to support programs and services. Long-range capital improvement plans incorporated into the ISMP are reviewed by the RPF. The ISMP incorporates the Physical Master Plan and Information Technology Strategic Plan and is designed to add/modify and modernize space and technology to meet the College's educational program needs into the year 2020 and beyond.

The planning process for GCC's physical resources in support of its programs and services evolve from an informal to formal. The collaborative informal process includes brainstorming sessions with the vice president of finance and administration, vice president of academic affairs, deans, assistant directors (communications and promotions, planning and development, development and alumni, and continuing education), and human resources to assess need and sustainability. A consultant further expands this session to include college representation engaging participants (SWOT analysis) and then developing a conceptualized plan. The draft plan is presented to faculty and non-faculty alike to ensure departmental and programmatic needs are thoroughly addressed (e.g., enrollment growth, resources requirements, and technological and curriculum needs, etc.). The consultant incorporates feedback into a final draft presented to all to review and provide feedback once again.

Through the Planning and Development Office, an announcement for capital improvement projects is posted online as well as at the department chairperson meetings to give faculty and non-faculty an opportunity aside from through the regular budgetary process to submit projects. CIPs are compiled and presented to the Resource, Planning, and Facilities Committee whose members (student, staff, faculty (Faculty Senate Chair and Chair Elect, and Faculty Union Chair), Dean, Assistant Director of Planning and Development and the VP Finance and Administration). RPF gives priority to critical projects addressing the health or safety of those who learn and work at GCC. The Priority list is then forwarded to the

Committee on College Governance for consideration. Approved projects are presented to the BOT for funding consideration.

The Anthony A. Leon Guerrero Allied Health Building and Learning Resource Center, plus the state-of-the-art Crime Lab that was built on the GCC campus with federal funding, comprise three of the five key facilities identified for construction under the Campus Physical Master Plan of the ISMP. Still under renovation is the Foundation Building. The Foundation Building will house additional modernized classroom spaces for the ESL, adult education, and GED programs.

Funding for additional facilities to meet future workforce development needs will be relentlessly pursued from federal and local government sources. The College will continue to cultivate its public/private relationship with industry leaders and seek funding through joint ventures or cooperative arrangements. These funding avenues will be necessary in order to complete the myriad projects needed to enable the College to accommodate the anticipated needs of the community and the dynamic and changing workforce requirements.

Actionable Improvement Plans

None

3B1b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Descriptive Summary

All facilities at the College are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Buildings are constructed to meet both federal and local building codes and all new and remodeled facilities are fully accessible and meet all Americans with Disabilities Act (ADA) standards.

The College plans and implements scheduled maintenance projects for the repair and maintenance of existing facilities.³¹¹ Hazardous substances abatement projects are also planned and implemented accordingly.³¹² To ensure the upkeep and quality of facilities, the Planning and Development Office is responsible for overseeing the construction and maintenance of all campus facilities to ensure compliance with the College's ISMP objectives of providing facilities that are clean, efficient, safe and aesthetically pleasing. The maintenance section of the office, in accordance with Section I of the Memorandum of Agreement between the Guam Department of Education (GDOE) and GCC, maintains all off-site facilities (five public high school satellite career & technical programs) in the same manner and level of priority as on-site facilities of the campus.³¹³

³¹¹ [Planning & Development Office "Annual Calendar of Events Planner](#)

³¹² [Hazardous Material/Chemical and Waste Management Program](#)

³¹³ [MOA GDOE and GCC](#) Regarding Career and Technical Education Programs in the Public Schools Section I, 1.6

The College is committed to providing all its students with the same level of service and attention no matter the site at which they receive their instruction and assures that physical resources are safe, secure and healthful. As of AY10-11 the College offers programs and services at the following facilities:

Technology Center (Building 1000)

One Cisco Networking Systems Lab
One CAT-5/Fiber Optics Lab
One Electronics Networking Systems Lab
One PC Repair Lab
Two Industry Certification Labs
Three Graphics/Web/Video Labs
One Video/Photography Studio
One Prometric/Pan Testing Lab (16 computers)
Three Lecture Hall/Presentation Rooms

A Building

Three Classroom Computer Labs
One Classroom Computer Mini-Lab

C Building

Two Portable Classroom Computer Labs
One Classroom Computer Lab
Two Classroom Computer Mini-Labs

D Building

Six Classroom Computer Labs
Two Open Computer Labs

Foundation Building

Two Mini Computer Labs
One Language Lab

Learning Resource Center

One Open Computer Lab
EBSCO Database – 7,000+ periodicals
Dynix Horizon Info Portal
Photocopy & Printing (24/7 on-line library catalog)

Anthony A. Leon Guerrero Allied Health Building (Building 3000)

Two Lecture Halls
One Computer Lab
Two Science Labs
Two Nursing Labs
Two Nursing Classrooms
One Administration Lab

One Clinical Lab
One Simulated Hospital Classroom
One Conference Room

Other Facilities

Cosmetology Lab (Building 100)
Culinary Arts Kitchen Lab (Building 400)
Trades & Industry Park (Building 500, 600 & 900)
Building 200 & 300

Self Evaluation

The College employs numerous safeguards to ensure that adequate access, safety, security and a healthful learning and working environment are being achieved on both on-site and off-site facilities. The College contracts the services of a private security company to guard the campus on evenings, weekends, and holidays. A daily security log records normal and abnormal activities and is reviewed by the Student Support Services administrator.³¹⁴ Any security or safety issues reported are addressed immediately and mitigated to prevent reoccurrence.

The College exercises its fiduciary responsibilities effectively and efficiently to ensure that adequate resources are available to regularly schedule maintenance and upkeep of its facilities. The Facilities Maintenance department oversees the overall condition of facilities to ensure that they are adequately maintained. To quickly respond to all maintenance work requests, the College implemented an online work order request system to allow faculty and staff to enter maintenance workorders electronically. The maintenance department monitors and responds to these workorder requests. In an effort to reduce maintenance operating costs, the College outsourced its janitorial and grounds maintenance upkeep. This allows the College to maximize its resources toward providing a clean, healthful and safe environment for faculty, staff and students.

GCC is also very proactive about sustaining the environment. Various student organizations have participated in island-wide and coastal clean-up events. The College has implemented a recycling program (I-Recycle), which captures recyclable materials (paper, plastic and aluminum), to assist in efforts to reduce the amount of waste sent to the landfill. In 2009, the student-led COPSA purchased and placed trash receptacles around the campus to support this cause. The 30+ trash receptacles are clearly marked to accept either aluminum cans or plastic bottles. GCC's grant-funded sustainability coordinator and the student group "Ecowarriors" collect aluminum cans and other recyclable materials and empty them into the I-Recycle bin located near Building 600.

Actionable Improvement Plans

None

³¹⁴ [Daily Security Log, Student Support Office](#)

3B2. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Descriptive Summary

The College evaluates the feasibility and effectiveness of physical resources through its institutional assessment and program review process. The results from these two evaluation mechanisms are utilized to plan and budget for equipment replacement and facilities upgrades. In 2010, the College secured grant funding to perform an energy audit assessment report. The report provides a system level survey of the buildings' structure, process and equipment, and identifies areas for savings. Basic information is obtained from the audit report regarding energy usage and utility issues.

Periodically, the College's Student Support Services prepares a report detailing the use, square footage and assignment of campus spaces.³¹⁵ The report also outlines the types of space on campus, the current capacity/load ratio, and forecasts future capacity/load ratios for each type of space. The capacity/load ratios are then used to assist the College in identifying its space shortages and needs for each program. The College uses this report to upgrade its facilities plan. A combination of current space and enrollment numbers are used to derive the capacity-to-load ratios that help prioritize growth-related projects.

In early 2011, a master file called "GCC_TRMA_MASTER" was completed by the AIER Office. This master file contains incorporated data from various deans and departments chairs for the TRMA planning templates and data extracted from the MyGCC Banner database that will help support the update of the GCC Physical Master Plan. The report includes a matrix of GCC personnel occupying space on campus, as well as a comprehensive inventory of rooms on campus and their contents.³¹⁶

To update the plan, all departments were requested to reformulate their program and space needs within the parameters of the physical master plan. Once space needs are determined, funding sources are then sought in the same manner as new buildings. When funding is secured, design committees and planning teams are formed for each new building and renovation project. These design committees meet regularly with the College's architects to design new spaces.³¹⁷

Self Evaluation

The College's Physical Master Plan Planning Template and institutional assessment results outline instructional program needs such as facilities, equipment, staffing on a departmental level (based on program review), and department updates. Results from these two planning tools were then used as the basis for updating the plan to ensure that facilities are planned

³¹⁵ [Sample Copy of room Utilization Report](#)

³¹⁶ [Physical Master Plan Planning Template](#)

³¹⁷ [Planning and Development Construction Planning Meeting Notes](#)

and constructed to meet these needs. The College also evaluates facilities and equipment on a regular basis in order to consider utilization, depreciation, and other relevant data. The RPF committee of the Faculty Senate periodically assesses physical resources and assures that necessary quality is provided to support programs and services.

The Materials Management Office maintains an inventory of all equipment through its Inventory Management Office (IMO). This inventory is verified physically, and the College completes an annual physical inventory of equipment conducted by an outside consultant. The results of this inventory are reviewed and compared to the previous year's inventory. The Materials Management Office then evaluates the list on a life-cycle basis, assessing equipment age, efficiency and state of repair. An analysis is then made regarding the need for repair and/or replacement of equipment. Requests for funding for equipment are made during the annual budget process, as supported by assessment data.

Actionable Improvement Plans

None

3B2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The College evaluates its curriculum continuously and evaluate and updates the Physical Master Plan every five years to identify long-range capital needs. This plan is designed to prioritize capital construction and includes participation of all stakeholders, including administrators, faculty, staff and students. Input from industry partners is also solicited. The plan supports the College's goal of ensuring adequate planning based on enrollment and facilities build-out. The availability of federal grants has enabled the College to proceed with an aggressive construction schedule for key campus facilities.

When considering the implementation of projects and services, an overriding concern is total cost, not simply the initial cost of the improvement. In order to keep fixed annual budgets as lean as possible the College makes certain that the initial building designs and specified equipment will be more efficient, last longer and be more easily maintained than any other under consideration. The life-cycle costs of any improvement are, therefore, given the highest priority when making the final determination on any capital improvement project.

The College's long-range plans include the build-out of the Mangilao campus. This major project would require the reconfiguration of the College's access roads, the creation of a "main entrance" to the campus, the relocation and construction of new parking facilities, and the connection of all parts of the campus through walkways and landscaping that create a pedestrian promenade from the main entrance throughout the center of the campus to the Student Services and Administration building.³¹⁸

³¹⁸ ISMP, [Appendix B, Physical Master Plan](#), 2009-2014

In addition to the build-out of the Mangilao campus, scheduled maintenance projects and minor capital remodeling and renovations will progress in accordance with the ISMP. A delayed approach has been selected for this process due to the limited availability of funding. Ideally, the plan would be to commence with this capital improvement program in sequential order if funding was available. The College's plans are flexible enough to accomplish the build-out without having to wait for completion of the previous phase's project. Individual projects will progress as funding sources are identified and secured.

Self Evaluation

Updating the ISMP and the Physical Master Plan integrates a thorough review of the College's programs and departments, assesses external variables and trends, results in projections of growth of the curriculum and programs, and prioritizes its goals.

The College has been aggressive and persistent in securing available federal and local funding to proceed with its capital improvement program and the build-out of the Mangilao campus.³¹⁹ The Planning and Development Office along with the President's Office, the Academic Affairs Division, and the Finance and Administration Division, has facilitated the update of facilities plans utilizing data and information provided by the institutional effectiveness measures and enrollment projections, incorporating input from College departmental program reviews, as well as working with its consultants and stakeholders.

During the review and evaluation of all planning discussions for capital improvements, efforts are made to maintain the highest level of grant eligibility and to receive the maximum amount of funds. Additionally, every effort is made to maximize all possible sources of federal and local funding for any given project and ensure that the projects are as efficient and cost-effective as possible.

Actionable Improvement Plans

None

3B2b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Physical resource decisions are based on plans developed from program and service area needs assessments. The construction of new facilities and renovation or refurbishment of existing structures has allowed the College to expand its offerings. The new buildings are designed to integrate and promote interdisciplinary relationships. Classrooms and labs are sufficient in number to provide for maximum room utilization. All classrooms are equipped to manage high-tech multimedia equipment, with access to the College's network, both on-

³¹⁹ GCC Publication "[A Report to Our Citizens](#)" FY2010, May 2011

and off-campus. New classrooms are constructed as multi-purpose spaces in order to provide the flexibility for accommodating different methods of instruction.

In March 2009, the College introduced the ISMP to key community stakeholders such as members of the Guam Legislature, government agency directors, consuls general, and current and potential business partners.³²⁰ The ISMP has four major initiatives: Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning. As envisioned, these initiatives will be accomplished through measures such as curriculum expansion, physical plant improvements, community outreach, and self-assessment reports.

Self Evaluation

The College's Physical Master Plan provides guidance in acquiring equipment and constructing additional building space through a systematic process. The process began with the selection and retention (on a 3-year basis) of an architect to assist in space program planning. A team was assembled (largely consisting of the representatives whose annual program reviews founded the need for the project) and, with the guidance from a member of the Board of Trustees, the architect and facilities representatives programmed the building according to the approved project parameters. This assured that the completed design would meet intended needs and be completed within the architectural and budgetary constraints of the approved project proposal.³²¹

The Allied Health Center and the new Learning Resource Center are evidence that the College honors its planning commitments to provide the physical resources as outlined in the ISMP and the Physical Master Plan. The refurbishment and renovations of the Technology Center and Multipurpose Auditorium helped the College meet its goal of effectively providing the physical resources to meet and fulfill its program needs.

The College has been successful in creating a variety of funding sources for facilities improvements including the creation of a "Donor Naming Opportunity Program" for naming a facility or a specific area after a donor to recognize their support and generosity with regard to the College's capital improvement programs.³²² Over the years, generous donations have been made from local businesses, families and individuals in support of new buildings, obtaining much needed equipment, greater access to technology and scholarship funds. These creative initiatives, combined with federal grants and programs and business partnerships, have helped facilitate student success and allowed additional funding for the expeditious construction schedule and complete the build-out of the Mangilao campus as outlined in the Physical Master Plan.

Actionable Improvement Plans

None

³²⁰ Connecting with the [Community Leadership Dinner Program Agenda](#)

³²¹ [Final Building Plan for Student Center](#)

³²² GCC's Publication "[Case for Support, Investing in Excellence](#)"

3C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning

3C1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

Descriptive Summary

The College assures that the technology support it provides meets the needs of all segments of the institution. The College, like most other organizations, has acquired an assortment of technology over almost 30 years of existence. The technology has been acquired at different times, for different purposes, for different users, and with different requirements. As a consequence, the technology is not always compatible, various components become obsolete at different times, and the replacement strategy is often driven more by funding availability than business needs or architectural considerations.

In early to mid 2000, the College was using a wide variety of software applications to operate its major functions. The Administration was running E-Maint program, Academic Affairs was using NIAS, Simply ID, plus testing applications, while Business and Finance was using Dynalogic and Cougar Mountain software applications.

With the wide array of software applications, it was evident that the College had one significant problem: compatibility. It also created a labor intensive work environment to maintain, track and share data between departments.

To make maximum use of its limited technology resources and funding, the College and consultants collaborated to conduct a Technology Audit. The Technology Audit was to identify the technological challenges facing the college, assess the college's capabilities to handle them, and propose ways to overcome them in preparation for future growth.

Two significant recommendations from the Audit were to produce and implement an Enterprise Architecture (EA). The EA defines the technology environment for today and for the next five to 10 years. This EA could not be established without having a "Business Unit" strategic plan in place. This plan was created in 2009 and is known as the Information Technology Strategic Plan (ITSP).

The EA and ITSP are companion documents that detail what the IT environment of the future will be (the EA) and how GCC will achieve this future environment (the ITSP). The architecture and strategic plan cover all areas of information, communication, building, and academic systems technology that have any effect on the operations of the College.

Self Evaluation

Prior to the EA and ITSP documents, the College did not have a defined evaluation or guideline for technology resources. Management Information Systems (MIS) was tasked with overseeing pockets of technology and was often incapable of satisfying the various needs of departments, administrators and faculty, who procured and maintained their IT systems necessary for the accomplishment of their mission. Although this method satisfied the needs of the departments, it posed a significant problem due to the lack of integration of the College's technology infrastructure as a whole.

In 2006, the college conducted a technology audit with consultants from The Graduate School, USDA. The results of the audit created an IT advisory committee, the Technology Advisory Committee (TAC), whose responsibility was to define the College's infrastructure and future architecture. The TAC conducted a thorough review of the current IT situation and created IT Enterprise Architecture (EA) for the entire campus, and an Information Technology Strategic Plan for educational and business goals.

The Technology Audit recommended that a new methodology of controlling technological decision making be created by empowering a Technical Control Board, which in turn would start with a Technology Advisory Committee comprised of high to mid-level employees and a representative from the student body.

The Technology Advisory Committee (TAC) is now called the College Technology Committee (CTC). The CTC has a chair and co-chair, as elected by and are also members of the committee, and meets on a bi-weekly basis, or more, depending on deadlines for urgent matters or for emergencies. The CTC is comprised of key administrative, faculty and staff who are directly related to the College's technology needs and requirements. Meeting minutes are documented on MyGCC and reflect the CTC assessment and evaluation of technology-related issues that may impact the effectiveness of College operations.

In June 2007, the College launched MyGCC, its web-accessible information system that brings all major functional areas such as student registration, financial aid, finances, and human resources together into a single database information system. The college purchased Sungard Higher Education's **Banner**© enterprise database system and Luminis© Internet portal system in September 2005, and in approximately 18 months, online registration was in full operation. As a part of software maintenance and service updates requirement and for the Sungard Higher Education system, MIS reviews and resolves upgrade problems with the Banner system to maintain the functionality and efficiency of the program.

With MyGCC, students can apply for admission, register and pay for classes, check grades, and communicate with peers or faculty via student email. The launching of MyGCC is another example of GCC's commitment to preparing students for success in the classroom and at the workplace using proven and cutting-edge technology.

The ITSP is a top-down, enterprise-wide strategic plan created to achieve the College's strategic educational and business goals. The plan details how to: 1. Implement the EA, 2.

Develop the staff skills needed to manage GCC's IT resources, 3. Establish the processes and structures to manage information technology as an enterprise resource, and 4. To transition from the current environment to the desired future state.

The ITSP and the EA are not intended to limit or constrain creativity among GCC users, but to provide a stable, robust, modern infrastructure and environment in which to solve their business problems and allow departments to collaborate on significant cross-departmental efforts. Furthermore, the CTC and MIS are currently reviewing a New Technology Audit to re-evaluate and fully implement the EA and ITSP to achieve the college's future state.

This future environment requires technology that can communicate, inter-operate, and share data and resources while reducing the cost associated with training, maintenance and support through the implementation of EA. The EA describes the current IT environment, the desired target architecture, and points to the ITSP for the actions needed to transition from the current to the target architecture. It focuses primarily on the technical issues involved in changing the IT environment. Additionally, the EA and the Computer Standards documents address guidelines for both network and applications integration. The EA and the ITSP address the management, budget, and governance challenges facing the transition and develop the environment and specific action plans to resolve the issues. Implementing the EA and ITSP together, the College can provide both the technical and organizational leadership needed to fulfill its IT mission.

Actionable Improvement Plans

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

3C1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The College's MIS department is in charge of operations related to information technology services, computing and communications facilities, and information technology hardware and software.

At present, there are a limited number of Distance Education courses being offered by the Education and Technology Departments, as the College is using Joomla and a course management system (Moodle). The demand for online courses is driven by departments and/or faculty members. The College's present state of bandwidth is capable of allowing more online classes, but will need a thorough assessment from an independent party to truly understand the impact of expanding its services. There is a definite need for more direction on the formality and legal issues with offering online classes, as more students are taking classes where tests and other materials are accessed online. These students often work jobs during the College's normal business hours. However, access to the College's servers are

available except during IT maintenance activities that require downtime, which are usually done late at night and only when necessary.

Self Evaluation

In assessing the College's needs for information technology, the ITSP team developed certain core principles to form the foundation for guiding the development of the Enterprise Architecture and desired future state of IT in the College. The team also analyzed trends in technology to ensure its EA and desired IT future were consistent with and supportive of the direction of the industry and profession. Using this information as a start, the team described the current IT situation in GCC and the path needed to reach the desired future state.

The ITSP team articulated a set of guiding principles to drive both the architecture and the vision of the desired future state for IT:

- The College will stay true to its mission.
- The College will keep the student first.
- Information technology, IT staffing and the IT budget are enterprise resources.
- Information exists to support the educational and business objectives of GCC.
- Technology and technology investments must be viewed from an enterprise perspective.
- The educational and business priorities and functional requirements of the College will determine investments in information technology.

With the Development of the EA and the ITSP, the institution's decision making process has been clearly defined and is now in full collaboration with the MIS department and the college's administration and campus departments.

The CTC serves as the College's main recommending body insofar as technology implementation is concerned. The driving force behind services is college wide, as the demand for technology services is greater because of the wide usage from administration, faculty, staff and students.

A recent Board of Trustees Policy 340, adopted in July 2010, has created the opportunity for the College to expand its offerings through distance education. This policy serves to support the ACCJC policy on distance education.

Technology support staff, facilities and equipment are adequate to meet the needs of the institution. The College has increased the number of computer labs on campus in response to the need for additional computing space and the growth in the student population. In addition, multimedia classrooms are in use and allow faculty to more easily integrate technology into their teaching.

The current Integrated Database Management System (IDMS) allows for a more efficient operation in human resources, business and finance, the Registrar's office, and the entire college. The IDMS servers are protected from unauthorized access through use of firewalls,

Secure Socket Layers (SSL), certificates from verisign, and through unique username and passwords.³²³

MIS runs two shifts and has people available between 8 a.m. and 11 p.m. weekdays in an effort to reduce downtime and be more responsive to the demands of the College.³ Most if not all of the technology acquired through the College has manufacturer or distributor warranty. New software is being supported by vendors both locally and abroad. MIS also has certain individuals accessible only for emergencies around the clock which include the Systems Administrator, a Teleprocessing Network Coordinator, and one Systems Programmer.

Actionable Improvement Plans

None

3C1b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The College faculty is at widely varying levels with regard to use of technology in the educational process. Some instructors are adept at using technology in the classroom, while others are afraid of technology and do not use it at all.

Professional Development Day was the main venue for the College to promote and or train its faculty and staff on the latest technological advances or software implemented. The various departments would set up mandatory sessions to assure that the faculty members were updated on the newer technology. MIS was tasked in facilitating the computerized classroom's network and Internet access for both wired and wireless connectivity.

Self Evaluation

The College needs to include technology training in individual faculty, staff, and administrator plans and use it as a component of the performance appraisal processes. The College needs to provide more training and more "hands on" support for all employees reluctant to try using technology in their work activities or instructional methodology.

When it was still observed, the College's Professional Development Day was primarily used to help and introduce employees to the use of technology, but many users do not know what questions to ask for help, to find new tools, or to find out what the technology can do for them.

Although the 2010-2016 BOT-Faculty Union Agreement discontinued the Professional Development Day (PDD), it encourages the faculty to utilize its Professional Development Resources Committee (PDRC) to fund further technology training if faculty members choose

³²³ [Information Technology Strategic Plan](#), 2009

to advance or be updated. Similarly, staff and administrators have the option to submit for and request for training using Staff and Administrator Development Funds. Classes in technology are taught by academic technology department staff in one-on-one and small group environments. MIS, whenever necessary, provides one-on-one or group tutorials to those requesting for or require special instructions or training. Outside vendors and subject matter experts are brought in on occasion to augment the training offerings.

The College provided faculty with training regarding the use of Banner and the Luminis Platform prior to, during and after its deployment. This training was conducted through the Registrar's office and MIS assisted in facilitating the training rooms or providing technical assistance to the trainers. The College consistently provides updates and holds informational sessions for faculty members if there are updates with the system.

Actionable Improvement Plans

1. 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.

3C1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The College has a fully staffed MIS department which oversees and maintains inventory that includes more than 1,000 personal (desktop and laptop) computers. These computers run everything from Macintosh Operating Systems, to Windows 98 up to Windows 7. A growing number of Macintosh computers have been purchased for use primarily for instruction of digital media courses. The College also possesses lab spare computers, monitors, and other equipment on campus should the need arises to replace any down or malfunctioning equipment in the specific labs, which are mostly IBM PC compatible systems.

Due to the island's economic slowdown and the severe government cash flow situation, the College has not received expected appropriated budget in its entirety. The College is attempting to generate income to support technology upgrades and acquire more grants to help fund these upgrades.

Implementation of the target EA is a long-term effort requiring a significant amount of funding. The latest EA and ITSP document versions are both currently undergoing updates and are scheduled for completion by January 2012. Once the updated target EA is defined and approved by the governance process, the governance entity needs to develop a multi-year budget that provides funding for the migration path from the existing architecture to the target architecture.³²⁴

³²⁴ [Information Technology Strategic Plan](#), 2009

Monitoring of bandwidth usage is performed constantly in order to determine if sufficient bandwidth is available to support current operations. All main campus computers are networked on the centralized LAN, with the exception of those on wireless connections, and can gain access to the internet via one 10 megabit per second line and a separate 20 megabit line provided by a partnership and paid services with MCV, a local cable TV company, and GTA, a local analog phone and digital cable company. There were also at least three DSL lines on campus, but each is separate from the LAN and is used to provide localized wireless access points.³²⁵ Early this year a change occurred with Internet Service Providers (ISP) that has since changed the number to one DSL line with the other wireless access bridged into the wired network. The previous ISP was no longer able to provide the services and transferred GCC's accounts to the new ISP. As an update, there is now a campus wireless project pending bid award to the vendor and the project is scheduled for completion in spring 2012.

Self- Evaluation

Due to more pressing and related system emergencies, no computer lab equipment upgrades were acquired for the period of AY06-08. Each department currently takes care of its own information technology upgrade needs related to their office computer systems. The College has a technology fee for students that cover costs of current operations and is supposed to cover the systematic upgrade of computer labs, software and other technology-related student services. Due primarily to urgent system needs, technology fee funds were reprioritized to add, upgrade, or replace networking equipment identified for the three phases of the Network Improvement and Expansion Project, and for the emergency network resolution that occurred between AY06-08.

MIS has standardized requirements for both PC and Macintosh laptops and desktops that are in compliance with present demands and technology. MIS recommends to departments and the College to utilize the standardized bid specifications to assure that equipment is compatible campus-wide or for a specific purpose.

Starting in 2006 and by 2009, MIS fully implemented a workorder system via email that is designed to allow technology users to request for services or technical support. The workorder is then validated and disseminated to the appropriate MIS staff for resolution. Upon completion of the workorder an email is sent back to the user verifying the completion. A mandatory feedback form is attached to the emailed workorder for further documentation, review and closure. This was done in lieu of or due to the lack of a Help Desk environment for the College. Additionally, this workorder system was designed for Facilities Management and not technology.

As indicated earlier, the College is now utilizing a total of 30 megabits per second, or 30Mbps, of dedicated symmetrical Internet bandwidth for the main campus, and 53Mbps of separated and shared asymmetrical lines to all the different locations of GCC's satellite high school programs. Since the implementation of the 20Mbps bandwidth close to two years ago, and now with the current 30Mbps, the usage of the main campus total Internet bandwidth normally fluctuates anywhere between 20 percent to just over 100 percent utilization on any

³²⁵ [Information Technology Strategic Plan](#), 2009

given day. Rarely do extended traffic peaks degrade network performance or Internet access response time by users.

Incremental and full back-ups for servers are performed on each server either on a daily, weekly, or monthly basis, depending on the main purpose of the server or the amount of activity occurring on a specific system. Servers are only scheduled for restoration of files or recovery as the need arises. As an update, the enterprise Banner/LUMINIS, or the IDMS, system is now on a virtualized server environment, making it a lot easier for MIS to conduct system maintenance activities.

Actionable Improvement Plans

None

3C1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

All main campus computers are networked on the centralized LAN, with the exception of those on wireless connections, and can gain access to the internet via one 10 megabit per second line and a separate 20 megabit line provided by a partnership and paid services with MCV, a local cable TV company, and GTA, a local analog phone and digital cable company. There were also at least three DSL lines on campus, but each is separate from the LAN and is used to provide localized wireless access points.³²⁶ Early this year a change occurred with Internet Service Providers (ISP) that has since change the number to one DSL line with the other wireless access bridged into the wired network. The previous ISP was no longer able to provide the services and transferred GCC's accounts to the new ISP. As an update, there is now a campus wireless project pending bid award to the vendor and the project is scheduled for completion in Spring 2012.

The College's decisions about the distribution of technology resources are made by the CTC committee and MIS. Office computer replacement, software installation and procurement are determined by the faculty and administrators in each department according to the needs of their instructors or staff. Departments throughout the College can order PCs and Macintosh laptops and desktops with the latest standards put forth through the MIS Department and CTC. Also, they are allowed the flexibility to go out of these specifications if they require more speed or power for their various applications.

The College currently has one technology center which includes a Cisco Networking Systems Lab, a CAT-5/Fiber Optics Lab, Electronics Networking Systems Lab, PC repair lab, Video/Photography Studio, Prometric/Pan Testing Lab (16 computers), two industry certification labs, three graphics/web/video labs, three lecture hall/presentation rooms, 18 computer labs in buildings A,C, and F. The LRC currently has one open computer lab and other workstations strategically located on the first floor, and EBSCO Database, DYNIX

³²⁶ [Information Technology Strategic Plan](#), 2009

Horizon Info Portal, and a 24/7 online library catalog. Other technology-related facilities include a cosmetology lab, culinary arts kitchen lab and a trades and industry park, in addition to Automotive Technology, Office Technology, Construction Technology, Fire Science Technology, Civil Engineering Technology, Diesel Technology, Surveying Technology, Waterworks/Wastewater Technology³²⁷.

The ITSP and the EA provide a focus for the College and its departments to discuss and come to agreement on the application of information technology to address the College's needs. These two living documents serve as a framework for budgeting, planning, and managing the College's IT resources. The plan provides direction, establishes IT management processes, and documents the desired future state of IT at GCC.³²⁸

The EA describes the current IT environment, the desired target architecture, and points to the ITSP for the actions needed to transition from the current to the target architecture. It focuses primarily on the technical issues involved in changing the IT environment. The ITSP takes a broader perspective on the transition process. It identifies the strategic goals that must be achieved for GCC to provide leadership and oversight of its IT resources. It addresses the management, budget, and governance challenges facing the transition and develops specific action plans to resolve the issues.

Implementing the EA and ITSP together, GCC can provide both the technical and organizational leadership needed to fulfill its IT mission.⁸

Self Evaluation

The College is continuing to increase its facilities, infrastructure and technology in accordance with the EA and the ITSP. The EA allows for the expansion, growth and modernization of its infrastructure. The current bandwidth requirements for the College are sufficient, but as more labs and networks are brought online it will need to increase to at least twice the capacity it presently provides.

An activity audit, which is a process of reviewing and comparing the status and makeup of the technology landscape at two different times or milestones, showed the College going from three network routers in 2008 to 16 in 2010, which is a 433 percent growth to improve network traffic flow. The number of network switches went from 78 to 106 or a 36 percent growth to add to more network efficiency. This increase in routers and switches was a response to near catastrophic network failure.

The streamlining and consolidation or retirement of server related applications and hardware have successfully decreased the number of servers from 74 to 37, or a decrease of 50 percent, which is a big savings on power consumption, space, and technical support. Other significant changes included the reduction of printers from 36 to 22, or a decrease of 39 percent, in the direction towards more centralized printing with the XEROX solution.³²⁹

³²⁷ [Fact Book 2008, On-Campus Technology and Facilities](#), p. 18

³²⁸ [Information Technology Strategic Plan](#), 2009

³²⁹ [2009 Preliminary Inventory as of 03/08/2010](#)

MyGCC portal activity was documented through an event logging system (MIS), campus announcements and postings. Based on a 24/7, 365-day access, with the exception of scheduled downtime due to backups, the portal was available 95 percent of the time, or 348 days a year. This comes out to approximately 17 days a year or 34 averaged hours of downtime or inaccessibility a month, due mostly to ongoing hardware upgrades and unscheduled or emergency system maintenance. Campus-wide network outages reported and logged for the entire year amounted to less than one percent.

Actionable Improvement Plans

None

3C2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The ITSP and EA documents were developed to provide a focus for GCC and its departments to discuss and come to agreement on the application of information technology relative to the College's needs. The two living documents serve as a framework for budgeting, planning, and managing GCC's IT resources. The plan provides direction, establishes IT management processes and documents the desired future state of IT in GCC.³³⁰

The ITSP is used to implement the EA and achieve GCC's vision for its IT future. By following the plans contained in the ITSP, GCC can develop the technical environment it needs, the human resource skills necessary to manage the new environment, and the oversight and leadership mechanisms required for fulfilling its strategic goals.

Self Evaluation

The College's Technology Advisory Committee (TAC), now called the College Technology Committee (CTC), provided oversight and direction to the development process of the EA and the ITSP documents. The TAC (CTC) conducted a SWOC (Strengths, Weaknesses, Opportunities, and Constraints) analysis. It then discussed guiding principles for the IT environment of the future and technological trends that will affect that environment.

Using all of this information as background, the team discussed the issues and opportunities facing GCC, described the current IT environment, and envisioned the future IT environment it would like to create for the College. The team then generated a list of goals that, if achieved, would fulfill its vision of the future. These goals were consolidated and prioritized to produce the final strategic goals.

For each strategic goal the ITSP team described the goal, the current situation, the desired future state, and how to reach the future state. They also developed performance measures to

³³⁰ [Information Technology Strategic Plan](#), 2009

indicate whether the future state had been reached. Finally, the team prepared action plans to achieve each strategic goal.³³¹

The College's MIS department compiled and conducted assessment reports and student surveys as documentation for the changing technology demands of the college. Through this documentation, the College will be able to effectively show evidence and show cause to improve planning, coordination, and communication for all current and future hardware, software and electrical upgrades so as to minimize system downtime as much as possible.

Justification allowed for the procurement and installation of a generator system for housing the servers. This system will eliminate the need to shutdown the servers' UPS due to extended power outages or brownouts. The new generator system can also be used to justify replacing the old air conditioning system for the server room. Additionally, although the servers and storage systems are undergoing operating system and memory upgrades, they are considered old technology when compared with what is available today.³³²

Actionable Improvement Plans

None

3D. Financial Resources

Financial resources are sufficient to support student learning programs and service and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

3DI. *The institution relies upon its mission and goals as the foundation for financial planning.*

Descriptive Summary

For over a decade, Guam Community College has held a reputation of being one of the most well-managed and fiscally responsible entities within the Government of Guam. Because of its proactive and innovative approach in identifying funds for cutting-edge programs and services, the College has been successful in responding to the needs of the students and community. The College manages and allocates its financial resources to effectively uphold and support its mission and the goals and objectives of its Institutional Strategic Master plan. Resource allocation is based upon and prioritized in accordance with each department's assessment and program review results. Financial planning is based upon student enrollment

³³¹ [Information Technology Strategic Plan, 2009](#)

³³² [Banner Original Hardware Invoice 2006 in Related Documents](#)

projections and anticipated growth and capital improvement reflected in the Campus Master Plan.

The College adheres to mandated public reporting requirements of both the federal and local governments. It also provides appropriate responses to all financial inquiries and continues to implement appropriate measures as needed to address critical financial situations. The College continues to take appropriate steps to plan for the unpredictability of its funding sources to ensure that institutional priorities are addressed. Exploring ways and avenues to improve programs and services to meet student needs remains a continuous process for GCC.

Self Evaluation

Financial planning at GCC is based upon its mission and the goals and objectives of its Institutional Strategic Master Plan. In addition, each department's assessment and program review results play an important role in prioritizing resource allocation. In addition, all departments/units' budget requests are justified utilizing the performance budgeting process.³³³ GCC's financial planning involves stakeholders at all levels. Budget input is made at the department level and reviewed by the department's respective Dean. The College's overall budget request is also reviewed by the Faculty Senate's Resource and Budget Committee for comments and recommendation. The President's management team serves as an additional tier in the College's financial planning and budget review process and the Board of Trustees serves as the last and final review and approval process of College's overall financial needs.

For AY10-11, the College's approved operational budget was approximately \$16.5 million. This allotment was approved by the Guam Legislature to cover payroll, expenses, benefits and contractual services. Revenue sources such as tuition and fees, sales and services of auxiliary enterprises, and contracted educational services amount to approximately \$6.3 million. Combined with other funding sources, GCC's total operating revenue was approximately \$38.8 million. Total expenditures for the academic year were approximately \$30.4 million, leaving a positive operating revenue balance of approximately \$7.8 million.³³⁴ As of October 31, 2011 the institution's overall budget was \$16,081,994. GCC's AY10-11 Fact Book shows trend data and breakdown of revenues and expenditures covering the period of 2006 to 2010.

The Office of Public Accountability FY 2010 Financial Highlights Report indicated that GCC realized a \$3.9 million increase in revenues for the fiscal year in all but one revenue category. Federal grants and contracts increased \$1.8 million, from \$8.1 to \$9.9 million due to Pell grant increases, which comprise 66 percent of student tuition and fees. Capital contributions from the U.S. government increased \$1.4 million, from \$943,000 to \$2.3 million. Other revenues increased 108 percent or \$904,000 from \$841,000 to \$1.7 million, mainly due to a Memorandum of Agreement with the Department of Public Health and

³³³ [Sample Copy of a Department's Performance Budget Request](#)

³³⁴ [GCC's Fact Book AY 2010-2011](#), p. 34

Social Services to provide training and technical assistance, and outreach support for childcare providers.³³⁵

The increase in GCC's revenues of \$3.9 million was offset by a \$2.8 million increase in total expenses, which rose from \$26.7 million in FY09 to \$29.4 million in FY10. With the increase in student enrollment and federal funding, GCC hired adjunct instructors, increasing instruction expenses by \$759,000 from \$9 million to \$9.8 million. GCC also incurred more equipment and supply costs resulting in the overall increase in expenditures. Scholarships and fellowships increased \$1.4 million from \$3.5 million. Other categories of expenses also increased but were offset by decreases in academic support and planning. Additionally, prior year cost of living allowances to retirees of \$574,000 were paid in FY10.³³⁶

The College remains committed to displaying fiscal responsibility in the management of its funds by operating within the levels of authorization¹⁴. GCC continues to implement appropriate measures as needed to meet critical financial situations. Notwithstanding the critical financial situation that GCC is faced with, the College utilizes its financial resources based on sound financial judgment and integrity guided by the institution's mission and goals.

Actionable Improvement Plans

None

3D1a. *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary

Financial planning at GCC is integrated with and supports institutional planning. The College highly emphasizes the importance of linking financial planning to institutional planning for achieving sound and appropriate decision-making. The College's budget development and financial planning processes are guided by its five-year Institutional Strategic Master Plan (ISMP), which incorporates the College's Physical Master Plan and Technology Plan. These institutional planning documents are the planning tools utilized to develop the College's annual budget requirements and establish the prioritization of resource allocation.

The College's institutional assessment/program review process is also used in financial planning. All programs at the College are required to be assessed on a two-year cycle. Program review is also required for all programs and services and also performed on a two-cycle. The institutional assessment system and program review process establishes a foundation to analyze the resources that departments need to meet the institutional mission and goals. From the results of these two assessment mechanisms, facility, equipment and

³³⁵ Office of Public Accountability, [GCC FY 2010 Financial Highlights](#)

³³⁶ Office of Public Accountability, [GCC FY 2010 Financial Highlights](#)

staffing needs are identified.³³⁷ Academic and facility needs are therefore linked to and drive the budget process.

Self Evaluation

Aside from GCC's institutional plans, the College's institutional assessment system and program review also play a vital role in the College's budget development and resource allocation prioritization process. These two assessment tools identify instructional and program needs to support student learning. Instructional and program needs may consist of additional staffing or equipment which are factored into the budget development process. GCC's financial planning always factors increases in operational expenses that may be the result of increased student enrollment or additional equipment needs. Hence, student enrollment projections play a key role in the College's financial planning and budget development process.

As an example of how GCC's sound and effective financial planning enables the College to absorb additional expenses, GCC's expenses increased from \$26.7 million in FY09 to \$29.4 million in FY10 or approximately \$2.8 million. The increase was the result of hiring additional adjunct faculty due to increased student enrollment, equipment purchase, and increased supply cost.³³⁸ GCC's financial planning also involves revenue-generating initiatives to fund capital improvement projects outlined in the Physical Master Plan. In March 2005, the College contracted TRMA to provide architectural planning services for GCC and it developed the 2005 Physical Master Plan (now currently, being updated, at the time of this writing). This plan outlined facilities expansion needs such as constructing new buildings and the renovation and retrofitting of old buildings. The plan maps out the growth of campus facilities in order to accommodate the College's anticipated needs over a 15-year period.

As part of the financial planning strategy, GCC continues to invest prior-surpluses into capital improvements outlined in the physical master plan. The College through the Office of Development and Alumni Relations also aggressively pursues federal grants and private contributions to help fund its capital improvement initiatives. In September 2010, GCC was awarded a \$3.9 million ARRA grant to fund the construction of the new student center. GCC was also awarded another \$3.9 million contract for the hardening and renovation of the existing Foundation Building, which will house additional classroom spaces to accommodate the anticipated yearly increase in student enrollment. A majority of the funding sources obtained to support GCC's capital improvements come from federal grants and private contributions.³³⁹ A Five-Year Strategic Resource Plan has also been developed to display the integration of the College's financial planning with institutional planning, the mission and goals, and its considerations of short and long term planning.³⁴⁰

³³⁷ [Sample Copy of Department Assessment Results](#) – Materials Management

³³⁸ Office of Public Accountability' [GCC FY 2010 Financial Highlights](#)

³³⁹ [GCC AY 2010-2011 Fact Book](#), p. 34

³⁴⁰ [Guam Community College's Five-Year Strategic Resource Plan 2012-2016](#)

With GCC's sound and strategically developed financial plan, the College will continue to respond to the demands of Guam's workforce. As the College's curriculum and student population grow, GCC will continue to responsibly and effectively manage its financial resources to accommodate growth and keep pace with changes in technology to deliver its educational services to the students and the community.

Actionable Improvement Plans

None

3D1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Descriptive Summary

The President's management team, members of the Board of Trustees and members of the Resource and Budget Committee of the Faculty Senate all have access to the College's institutional plans i.e., Institutional Strategic Master Plan and departmental assessment plans. These plans reflect institutional and departmental goals and objectives that guide the planning and acquisition of resources in order for the College to operate efficiently and accommodate growth. One of the most important tools of GCC's financial planning is program review. The program review guidelines require bi-annual analysis of the assessment of program learning outcomes and student learning outcomes. This analysis is used to set annual goals for the programs. Through assessment and program review, funding priorities and resource allocation are established.³⁴¹

Self Evaluation

The Board of Trustees reviews all budget goals and approves the appropriate funding level for the college. The College established funding priorities that focuses on student learning that are guided by institutional and departmental goals. Department/unit assessment and program review results are also utilized to prioritize resource allocation. These two assessment tools allow the College to prioritize resource allocation in the most coordinated and fiscally responsible manner.³⁴² Institutional planning and budgetary reports are accessible to the public and stakeholders through the College's main website under Public Reports.

A clear depiction of financial and admission goals are displayed in GCC's TracDat website providing evidence for the maintenance and assurance of the College's financial integrity in meeting the needs of students and the community workforce.³⁴³ Tracdat is an assessment data management software accessible to all faculty and staff. This assessment tool allows faculty to conduct continuous assessment of student learning outcomes and express tangible

³⁴¹ [Sample Program Review Report, Driver's Education](#)

³⁴² [Annual Report, 2009](#)

³⁴³ [TracDat, Goal Comparisons, 2010](#)

evidence of needed resources for the enhancement or execution of SLO's to maintain the vision and mission of the college.

The College ensures that no expenses are encumbered or expended unless funding is available and the funding source is identified within the College's financial resources. The College's management team discusses national and local economic conditions that may impact the financial health of the local government, which in turn affect the College's budget appropriation. These discussions prepare the College to plan for unexpected financial crises such as a budget shortfall. In case of budget shortfalls, the College is prepared to prioritize and allocate its financial resources accordingly to prevent any major disruptions in accomplishing its mission.

Actionable Improvement Plans

None

3D1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

As with any other government agency, the College defends its annual budget before the Guam Legislature. In the past five years, the College's budget appropriation has been affected by the island's fragile and volatile economy. Budget shortfalls have always posed undue challenges to the College's efforts to increase programs and services. However, because of its efficient financial planning, the College has been able to minimize the impact of financial shortfalls through justifiable tuition increases, federal grant applications and diversified sources of funding³⁴⁴.

Long-term fiscal planning and priorities are considered in every aspect of the College's operations. Annual and long-range planning is directly related to the understanding of revenue sources and trends, as well as alternative revenue sources and the costs associated with operations. The President, who has many years of experience in the College's finance system, is supported by a knowledgeable management team and competent business office staff.

Self Evaluation

The College develops its financial planning conservatively when projecting liabilities and obligations in its budget request to the Guam legislature. Cost estimates for equipment replacement are produced through the various institutional plans, i.e. Physical Master Plan and Technology Master Plan, and are submitted to the Business and Finance Office to be utilized as baseline budget data in developing the College's annual budget. The College

³⁴⁴ [ISMP, 2009-2014](#)

identifies its long-term liabilities, i.e. federal loans and payments of long-term liabilities and obligations, and includes them in both short-term and long-term financial planning.

The College takes into account its long-term financial priorities before committing to short-term financial plans and obligations to assure financial stability. The College clearly identifies its current and future liabilities and anticipates the climate of Government of Guam's funding situation and plans accordingly for all contingencies. Revenue projections for financial planning include only those amounts and items for which there is a high degree of certainty such as educational contractual services and projected revenues from tuition and fees.³⁴⁵

Actionable Improvement Plans

None

3D1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The College's participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. The Resource, Planning and Facilities Committee reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects including projects that have great impact on student learning outcomes. The committee plays an important role in the College's financial planning and budget development process and serves as the forum for discussing needed resources and facility issues or concerns. The membership composition of the committee is representative of all stakeholders of the campus community which includes the current Faculty Senate President, Faculty Senate President-Elect, past Faculty Senate President, Faculty Union President, Vice President of Business and Finance, Facilities and Maintenance Coordinator, Dean of Trades and Professional Services, Dean of Technology and Student Services, two staff union representatives and a student representative.

Another arm of GCC's governance structure is the College Governing Council (CGC). CGC also plays an important role in the development of institutional plans and budgets. The Council serves to provide broad participation of faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. The Council, with the input from its respective constituencies, makes and/or forwards recommendations to the President for action.

Self Evaluation

The College's financial planning is clearly defined and driven by its institutional plans. These plans methodically project the growth and expansion needs of the institution as well as

³⁴⁵ [AY 2010-2011 Fact Book](#), p. 34

the necessary funding requirements. As part of GCC's financial planning process the College encourages participative involvement and solicits ideas on revenue generating and cost-saving measures from the campus community. Any innovative ideas on improving and strengthening the financial posture of the institution are made part of the College's financial plan and budget development. Before financial plans and budget documents are finalized, they must undergo review by the College's governance structure. This check-and-balance system ensures that the needs of the institution and stakeholders are factored in the final budget document.

The College is committed to transparency and believes that connecting with its stakeholders and the Community will yield valuable input in the financial planning and budget development process. On December 2008, the College unveiled its Institutional Strategic Master Plan to the campus community.³⁴⁶ Three informational sessions showcased the goals and objectives of the new ISMP. In March 2009, the College hosted a Leadership Dinner for key members of the community to again unveil the ISMP. The theme of the event was, "Connecting with the Community."³⁴⁷ The College strongly believes that communicating openly with stakeholders and the community will strengthen relationships and garner support for the College's initiatives to move forward and prepare students to successfully compete in both the local and global labor markets.

All documents relating to GCC's plans and budget are accessible to the public via the College's website. In addition, the President always keeps the campus community up-to-date on the status of the College during regularly scheduled meetings with students and employees.

Actionable Improvement Plans

None

3D2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

Financial documents, including budget and independent audits, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive and timely. To ensure the financial integrity of the institution and responsible use of financial resources, all purchase requests and contracts are subjected to a multi-layer review and approval process. The originator requesting approval is responsible for preparing requisitions for such requests. The requisition is then reviewed by the department or division manager. This review assures sufficient funding and that the purchase or contract is an appropriate use of funds. Commitments over \$1,000.00 must be approved by the appropriate Vice President.

³⁴⁶ [Attendance Sheet of ISMP Informational Sessions](#), December 2008

³⁴⁷ [Leadership Dinner Announcement Flyer](#)

Commitments over \$5,000.00 require review and approval by the Vice President of the Finance and Administration office. All commitments are reviewed by the Vice President of Finance and Administration to assure proper procedures have been followed and sufficient funding is available. All major purchases (over \$250,000.00) and contracts must be approved by the Board of Trustees.

This multi-level approval process serves as a check and balance approach to protecting the integrity of and effective oversight of the College's finances. Additionally, managers have access to current account balances by logging onto the College's electronic accounting system to monitor and track funds expended.

Self Evaluation

The College uses computer-based technology to keep the budget, expenditure details and available balances readily available. The financial reports system and the format of the budget document provide dependable and timely information for sound financial decision making by the Board. In AY08-09, budget impact became a custom field in TracDat Version 4. This new feature was introduced during TracDat training sessions. The incorporation of budget-related information is now a requirement for all assessment reporting units³⁴⁸. The College continues to focus on ensuring that departments begin and complete detailed informational assessments linked to the institutional budget.

Additionally, the Assessment Plan becomes the cornerstone for an evaluation-assessment-planning cycle that will guide curricular development, but will also be linked to the development of the Technology Master Plan, the Physical Master Plan, and the institutional budget. It is envisioned that all of these plans and reports will be available in an electronic environment.

The College has achieved the goal of assuring financial integrity and responsible use of financial resources by making sure the financial management system has appropriate control mechanisms and by instituting procedures with fiscal, purchasing, payroll, and budget department staff to disseminate dependable and timely information for sound financial decision making. Internal control procedures are in place to assure the financial integrity of the institution and responsible use of financial resources. Financial management system control mechanisms include security logins, a separation of duties with financial procedures, signature requirements and the procurement process. Furthermore, the College is audited on an annual basis for its internal control measures and the report has not indicated any weaknesses in the organization's internal controls (Independent Auditor's report on Compliance and Internal Controls, September 30, 2010, page 6). Monthly fiscal reports are provided as information to the Board, and include the status of revenues, expenses and reserve levels.

The College needs to ensure that budgetary decisions from departments to divisions to the institution reflect data and evidence gathered through the assessment cycle. As seen in the College's Data-Driven Dedicated Planning Framework, planning and decision making at the

³⁴⁸ [10th Annual Institutional Assessment Report, 2009-2010](#)

College is based on evidence. This evidence in turn is used to support resource allocation; thus, reporting units must be trained on how to report budget information in TracDat. AIER and CCA have been providing this training since fall 2010³⁴⁹. GCC is a low-risk institution for federal grants. Budget related information has been entered into TracDat and training provided to reporting units guide them in utilizing this information for assessment purposes. The Five Year Strategic Resource Plan, as approved by the BOT at its December 5, 2011 meeting, indicates an integration of financial assessment measures with long term institution planning.³⁵⁰

Actionable Improvement Plans

None

3D2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The College's financial documents reflect the appropriate use of financial resources to support student learning programs and services. Throughout the budget planning process, funds are first allocated to ongoing expenses i.e., salaries and benefits, including anticipated expenses in those categories. Additionally, funds are allocated to support institutional objectives established through the planning process. These objectives are developed to realistically achieve the College's stated goals.

The College's annual audit reports have been submitted with unqualified opinions for the last decade, and response to any audit findings are immediately addressed and corrected. GCC's audit reports reflect appropriate documentation of financial resources that support student learning and fiscal integrity. GCC operates according to federal and local regulations and guidelines. The College follows standard accounting practices and consistently earns exemplary audits.

On September 30, 2003, GCC was audited for compliance with federal/local laws and regulations. The College was audited with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to major federal programs for the year ending September 30, 2003. The audit includes examining on a test basis, evidence about GCC's compliance of OMB Circular 133 requirements and performing auditing procedures considered necessary. Based on the audit report, GCC complied in all material aspects with the requirements applicable to its major federal programs for the year ending September 30, 2003.³⁵¹

³⁴⁹ [10th Annual Institutional Assessment Report, 2009-2010](#)

³⁵⁰ [BOT agenda and minutes](#), December 5, 2011.

³⁵¹ [GCC's Independent Auditors' Report on Compliance with Laws and Regulations](#), September 30, 2003

GCC involves stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner. As a result of this participative process, GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community.

Self Evaluation

The College's audited financial statements indicate a high level of fiscal stability and responsibility. This stance is evidenced by the ten consecutive unqualified reports received by the College and reflects positively on the financial management and oversight provided by the administration, as well as the level of involvement of all departments in making sure the appropriate controls and procedures are in place and followed. Annual audits are performed, and for the past 9 years GCC has been deemed a low-risk auditee by the OPA. GCC has not had any significant findings nor questioned costs. All management letter comments are not material in nature and are submitted to the BOT and responded to by the following audit.

The College's financial records indicate the budgeted allocation and in the monthly reports to the Board the percentage of funds used by major departments and categories. GCC continues to provide appropriate responses to all financial inquires and works closely with auditing firms such as Deloitte and Touche to maintain its fiscal accountability and status as a "low-risk" auditee, by providing timely corrections to audit exceptions and management advice received from the firm.

GCC is able to maintain its fiscally responsible status through meticulous planning and management of federal and local funds. Furthermore, the College conscientiously follows strict procurement procedures and federal and local procurement regulations. Appropriate use of financial resources is documented throughout the budget development process and assessed through regular program review.

Actionable Improvement Plans

None

3D2b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

The College's financial information is provided throughout the institution via its website. In addition, the annual audit and budget reports are presented to the BOT at regular monthly meetings which are open to the public. The BOT is given regular updates with regard to changes to the current budget and reports on the projected impact of legislation that might affect the College's budget. Highlights of Board meeting are posted on the College website and are accessible to the public.

Detailed accounting information is provided to managers and supervisors for planning purposes. Budgets are assigned to a system of cost centers which are generally tied to departments, programs, and offices or functions. Each cost center activity can be accessed daily indicating current expenditures and encumbrances. Each administrator/department head is accountable for making sure that cost centers assigned to their areas of responsibility remain within budget. The business office monitors expenditures on a weekly basis and sends advisory reports to respective departments/units when spending exceeds allocation.

Administrators and department heads can access financial information through the GCC portal. The President, through various meetings with students and employees, shares information about the financial status of the institution and about expansion plans and capital improvement projects.

Self Evaluation

The President holds open meetings at least four times a year for faculty and staff to provide information about the current goals and accomplishments of the College. Included in these meetings is information about the current status of the budget and fiscal trends of both local and federal funding levels. The same financial information is also provided at the Board meetings and scheduled legislative budget oversight meetings for GCC. Based on timing of the meetings, results of current audit reports are also shared.

Information regarding the budget and other financial planning is also available on the College's website and is accessible to the campus community and the public. Because fiscal information is shared regularly to a wide range of constituents, the College strives to complete its institutional planning and financial management in a timely manner to appropriately inform stakeholders on important decisions being made regarding the College's future programs and services.

In addition to meetings, GCC's financial information is published in the College's annual report. The report shows an overview and analysis of the financial activities of the college, and contains the College's financial statements on net assets, revenues, expenses, changes in net assets, and cash flows. Assessment compliance is monitored by AIER. Budget-related information has been entered into TracDat and training provided to reporting units to guide them in utilizing this information for assessment purposes.

Actionable Improvement Plans

None

3D2c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The College has been able to weather the periodic financial storms generated by the Government of Guam's budget deficit. Despite these uncertainties, the College has been able to maintain or exceed the five percent cash reserve to maintain operational stability. In the past three years (2008 - 2010), the College has been able to maintain an average year-end unrestricted fund balance of approximately \$9.6 million.³⁵² This achievement can be attributed to the campus community's conscientious efforts in finding ways to increase revenues and reduce operational costs.³⁵³ The College continues to monitor the economic situation of the Government of Guam, as it receives in total 60 percent of its total funds locally and 90 percent of its personnel funding from local appropriations. Although the operating cost to run the College continues to increase due to inflation, the legislature has appropriated the same level of funding to the College since FY09.

As an example of GCC's experience with funding shortfalls, in February 2011, the College only received 25 percent or \$1.7 million of its \$6.96 million requested allotment.³⁵⁴ This shortfall was further exacerbated by the slow release of funds which caused undue strain on the College's financial resources and consequently affected current and future programs. Although the College continues to seek additional funding from non-Government of Guam sources, it still requires an increase in its base budget in order to meet future educational services demands. The business office staff monitors cash flow on a weekly basis and takes steps to hold back on expenditures temporarily when appropriate.

Self Evaluation

At the end of FY09, the net assets of the College increased by approximately \$3.3 million. The increase was due to increases in tuition revenues of approximately \$500,000; a nearly \$1 million sub-grant from the US Department of Interior for the Allied Health Building; increase of local appropriation from the Manpower Development Fund of \$500,000; and increases in other federal and local grants. In FY09, the College was able to receive most of its appropriations from the Government of Guam as compared to the FY08 \$331,769 deferred amount, of which the College subsequently received \$130,000 in FY10.

Expenditures remained fairly stable in comparison with prior years as for the first nine months of the fiscal year, the College received on average only 50 percent of its local appropriations. This shortfall required the operational reduction of contractual services and strict management and control over resources in order to deal with the cash shortages. The College remains committed to displaying fiscal responsibility in the management of its funds by operating within the levels of authorization. GCC continues to implement appropriate measures as needed to meet critical financial situations.

As of March 2010, the College received 59 percent, or \$4.9 million of its \$8.2 million requested allotments. The slow release of funds again caused a strain on the College's financial resources and affected existing programs.

³⁵² Guam Office of Public Accountability Independent Auditors' Report Year Ended [2008, 2009, and 2010](#)

³⁵³ GCC Office of Development and Alumni Relations' Publication, "[Case for Support](#)"

³⁵⁴ GCC's Financial Statements, Additional Information and Independent Auditors' Report, [Year Ended 2010 and 2009](#)

The institution continues to take steps to plan for the unpredictability of funding sources and still be able to address institutional priorities. Cash flow, allotment releases of local appropriations, and financial information is monitored on a daily basis. To meet critical financial situations, a financial exigency plan/reduction in force plan exists and is included in the BOT/Faculty Union Agreement under Section XV. For non-critical financial uncertainties, budget holdbacks for related funds is implemented with a memo sent out to college constituents. In the past four years (FY08, 09, 10, 11) the College has not received its full allotment. Also, for FY11 the college received 50% of the Manpower Development Fund (MDF) which was based on actual collections. The College has worked closely with the local government to address funding inconsistencies. It has a proactive relationship with local lawmakers, which has resulted in additional appropriations to assist in stabilizing the College's funding. The college developed a process to manage and track the institutional budget to address early in the budget cycle any potential fiscal challenges.³⁵⁵ The college maintains an overall budget of 5% of expenditures from the total budget to be left to maintain a reserve needed to for emergencies.

Cash flow and bank accounts are monitored on a daily basis. Constant follow ups are made with the GovGuam Department of Administration for allotment releases. Meetings with BBMR and DOA personnel are conducted as needed. A daily cash flow report is kept in the Business office. Each request of funds through the procurement office must go through the proper procurement process (Materials Management SOP). Additionally, the president periodically meets with various Senators to ensure GCC financial budgets and needs are being evaluated in the research and presentation of legislative bills.

Actionable Improvement Plans

None

3D2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The Vice President of Finance and Administration and the President ensure that budget planning is tied to the mission, goals and strategic master plan of the College. The budget shows what will be funded and, thereby, how it will move the College forward. Institutional plans are clearly linked from the departmental to the institutional level with short- and long-range budget projections. These projections can be found in the College's website under Public Reports and in TracDat. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments. Funding priorities fuel the College's achievement of goals in a logical, systematic, planned and timely way. The institution has sufficient cash flow revenues to maintain stability. As with any other institution, the College is exposed to various risks such as theft of, damage to, and destruction of assets. In view of these risk

³⁵⁵ [Institutional Strategic Master Plan 2009-2014](#)

factors, the College strategically develops risk management plans to address financial emergencies and unforeseen circumstances.³⁵⁶

Self Evaluation

The College's budget is approved by the Board of Trustees. Appropriations are approved by the Government of Guam. Non-appropriated funds and federal grants are maintained in the Business Office. Annual budgetary reports and previously approved budget requests are published on the College's online website under public reports, budget requests. Allocations of financial resources can also be viewed in the 2009 and 2010 College Fact Book.

A clear depiction of financial and admission goals are displayed in GCC's TracDat website, providing evidence for the maintenance and assurance of the College's financial integrity in meeting the needs of students and the community workforce.³⁵⁷ The TracDat assessment data management software allows faculty to conduct annual assessments of student learning outcomes and expressing tangible evidence of needed resources for the enhancement or execution of SLOs in order to maintain the vision and mission of the college.

As the College receives additional grant funding, employees will focus on effective monitoring and expenditure of these federal and state grant funds. The budget process is administered through the Business Office which is a department under the Finance and Administration Division. The Business office follows the assessment cycle and is assessed through this process.

Revenue from student tuition and fees and auxiliary operations is held in a non-appropriated fund. College budgetary needs that are not met by the Government of Guam allocation are prioritized and brought to the Board of Trustees for expenditure approval. An increase in tuition and student fees was implemented in the Fall 2011 to assist in funding capital projects (BOT minutes March, 2011, p 4-5). Budget requests for departments are conducted annually in November and published on the GCC web site under Public Reports.³⁵⁸

Actionable Improvement Plans

None

3D2e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The GCC Foundation is a private organization established in August 1982 for the purpose of raising funds for student scholarships and College programs. The Foundation fosters

³⁵⁶ [Institutional Strategic Master Plan 2009-2014](#)

³⁵⁷ [TracDat, Goal Comparisons, 2010](#)

³⁵⁸ [Guamecc.edu-Public Reports](#)

community relationships and partnerships and accepts donations from businesses and individuals on behalf of the College. The Foundation is considered a non-profit, public benefit corporation and operates under a separate Board of Governors from that of the College. The President and the Vice President of Finance and Administration are ex-officio voting members on the Foundation Board of Governors, and are also members of the Foundation Executive Committee.

The Foundation's financial reporting requirement is governed under the accounting standards established by FASB, which is the source of generally accepted accounting principles for not-for-profit entities. The financial statement presentation follows the recommendations of the Accounting Standards Codification (ASC) 958. The Foundation provides financial support for the objectives, purposes and programs of the College. Although the College does not control the timing, purpose, or amount of receipts from the Foundation, the resources (and income thereof) held and invested by the Foundation are restricted to the activities of the College. As such, the Foundation is considered a component unit of the College and its Statements of Financial Position and Statements of Activities and Changes in Net Assets are separately presented in the College's financial statements.³⁵⁹

Self Evaluation

All auxiliary activities to raise funds for the College fall under the auspices of the GCC Foundation. The Foundation Board of Governors has oversight of all revenues generated from fundraising activities and donations. The Board of Governors also has oversight and approval authority over how foundation monies are allocated and utilized for the benefit of the College. This oversight includes the assurance that financial resources are being utilized in a manner that is consistent with the mission and goals of the College. Current up-to-date links for expenditures are available for the public and interested stakeholders; this information is located under www.guamcc.edu, Public Reports (attached web-financial snapshot). Additionally, Department Chairs and their respective Administrative Assistants have access to budget, expenditure, encumbrance, and available funds information.

Since the GCC Foundation is legally considered a non-profit private corporation and a component of the College, its financial statements and investment activities are subject to an audit review. With this requirement, the Foundation's financial activities are audited annually by an independent auditor. The auditing firm contracted by the College to perform this audit service is Deloitte and Touche LLP. For the year ending September 30, 2010, the auditing firm conducted an audit on the Foundation for compliance with the type of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement on the Foundations federal programs. Based on the audit report submitted to the Foundation's Board of Governors, the Foundation complied in all material respects, with the compliance requirements Described in OMB Circular A-133 regarding federal programs.³⁶⁰

³⁵⁹ [Guam Office of Public Accountability](#), GCC's Financial Statements and Independent Auditors' Report Year Ended September 30, 2010 and 2009

³⁶⁰ [Guam Office of Public Accountability](#) Independent Auditors' Report to the GCC Foundation Board of Governors on Compliance With OMB Circular A-133 for Year Ended September 30, 2010

Actionable Improvement Plans

None

3D2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The College has a variety of contractual agreements ranging from purchase orders, construction contracts, consultant contracts, service contracts, and lease purchase agreements. Contracts with external agencies follow a specific format established by the Government of Guam's General Service Agency (GSA), the central procurement office responsible for reviewing and providing guidance for soliciting Request for Proposals (RFP) and developing contractual agreements that adheres to Guam's procurement laws and regulations.

The President and the Vice President of Finance and Administration, with the assistance of the legal counsel, review all contractual agreements to ensure that the language in the contract is in line with established procurement laws and regulations and consistent with the mission and goals of the institution. Included in all contractual agreements are sections covering termination of the agreement as well the appeal process for disputes. The termination section covers situations where the contractor fails to perform in whole or in part any of its obligations. The dispute section covers the appeal process where the contractor can present merits for the reconsideration of the College's decision to terminate the contractual agreement.³⁶¹

Board Policy 232 establishes the President's authority for approving and signing contracts not exceeding the maximum amount of \$250,000.00. Pursuant to the policy, any contractual agreement exceeding \$250,000.00 requires Board approval. The manager/department head initiating the contractual agreement is responsible for overseeing the contract to ensure that the contractor meets the obligations stipulated in the contract.

Self Evaluation

GCC's contractual agreement format is in line with the College's mission and goals. The Materials Management Office has developed Standard Operating Procedures for procurement of goods and services. There are standard contracts for different types of services and certain contract terms available through the Materials Management and Procurement Office. However, each contract must be tailored for the specific needs of the service or goods being provided (Sample Contract: No P1102300 Replace Non-Skid Coating on hallways & walkway surfaces). To improve and strengthen the contracting process of the institution, the College should consider developing a standard operating procedure (SOP) for writing and executing contractual agreements. Policies and procedures should be outlined on providing

³⁶¹ [Sample Contractual Agreement Between GCC and Pacific Island Security Agency](#)

guidance for the contract review process. In addition, the contractual instrument currently utilized should be evaluated to see if it can be strengthened and enhanced. For example, a definition page of all the technical verbiage of the contract or performance-related words should be defined to prevent any technical interpretation that may preclude the College from protecting its investment in the event that a breach of contract is encountered. Furthermore, the College should consider adding a line for the legal counsel's signature to certify that the contract has been reviewed for compliance with federal and local laws and that the verbiage in the contract is free of flaws that may be detrimental to the College. Once contracts have been processed through the Materials Management Office they must be reviewed and approved by the AVP Finance then the President and the Board of Trustees (October 7, 2011 BOT minutes). All contracts over \$500,000 go to a hired attorney for review before submittal to the Attorney General for approval.

Actionable Improvement Plans

1. Re-evaluate the College's contract instrument to determine how it can be strengthened and improved.

3D2g. *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary

The Business and Finance Office reviews management processes and procedures on a regular basis to ensure that financial records and transactions are being maintained in accordance with GAAP and GASB requirements. Aside from the in-house review process, yearly audits are performed by independent auditors contracted by the College to perform an end-of-year fiscal review. Feedback from the independent auditors' audit report is used to make improvements in the College's financial management system.

Another means of evaluating the College's financial management system is through the institutional assessment system for assessing the programs and services. GCC's BOT Policy 306 mandates a comprehensive assessment of instructional programs, student services, administrative units, inclusive the board of Trustees. One of the objectives of the policy is to ensure wise allocation of resources.³⁶² By virtue of the policy, all departments/units of the College are required to submit assessment plans and reports on a two-year cycle that are reviewed and approved by the Committee on College Assessment (CCA). All assessment plans and reports undergo a comprehensive review and feedback prior to their approval.

Self Evaluation

GCC's financial management process is assessed regularly through independent audits and through department/unit assessment and program review results. These comprehensive evaluation processes provide the College with the guidance and tools to effectively and efficiently manage its financial resources. The College's investment in a unified digital

³⁶² [BOT Policy 306](#)

campus (Banner) has paid off in huge dividends, bringing the College up several technological notches. The investment in Banner has created an environment in which systems, individuals and respective College communities interact seamlessly.

The Banner software allowed the College's financial information to be electronically inputted, retrieved and monitored. Through the Banner system, the College can easily evaluate its financial management processes for improvement.

Actionable Improvement Plans

None

3D3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The assessment of the effective use of financial resources occurs at many levels and happens at regular intervals or at regularly scheduled meetings. At the onset of the budget development process, departmental program reviews should determine the level of staffing, supplies, equipment, etc., necessary to support the stated goals of the department. Budget requests are made and funded after being reviewed and evaluated by the administration and the President. At the end of the year, annual program reviews are evaluated to determine the outcomes of the departments and how effective each department has been in achieving its stated goals. Based on these evaluations, new budget requests are evaluated and considered for funding in the upcoming year. Each year, budget overviews of the previous fiscal year provide lists of accomplishments by departments and the College as a whole.

Self Evaluation

A clear depiction of financial and admission goals are displayed in GCC's TracDat website, providing evidence for the maintenance and assurance of the College's financial integrity in meeting the needs of students and the community workforce. Tracdat allows faculty to conduct annual assessments of student learning outcomes and express tangible evidence of needed resources for the enhancement or execution of SLOs to maintain the vision and mission of the college³⁶³. Furthermore, TracDat assessment and the budget process allows the institution to review the effectiveness of fiscal planning by establishing a system for identifying goals, conducting assessment measures, and a re-evaluating process to close the loop for financial planning and review.

Annual budgetary reports and previously approved budget requests are published on the College's website under public reports, budget requests. Allocations of financial resources can also be viewed in the 2009 and 2010 College Fact Books (also available online), which depict in numbers, the College's effective efforts to meet the needs of students and its goal to provide premier career and technical education within the Micronesia region. Additionally,

³⁶³ [11th Annual Institutional Assessment Report](#), 2010-2011, pp. 5-9

the assessment plan becomes the cornerstone for an evaluation-assessment-planning cycle that will guide curricular development, and will also be linked to the institutional plans and the institutional budget. All of these plans and reports are already available in an electronic environment through TracDat. The College remains steadfast in its commitment to provide its students with quality educational programs and services that undergo systematic and continual assessment and improvement on a regular basis.

The College's Faculty Senate Resource Planning & Facility (RPF) Committee is included in the institution's financial planning and budget development process.³⁶⁴ The committee meets on a monthly basis as outlined in the BOT/Faculty Union Agreement. Members of this committee include the VP of Finance and Administration, Deans, Faculty Senate Chair, Faculty Senate Chair Elect, GCC Faculty Union Chair, staff, and students. At these meetings, a financial status report and facility report is given. These reports and minutes are posted on the MyGCC website under Group Studio. The College provides regular updates to its various committees and constituents as a method of assessing the effective use of financial resources. This feedback is incorporated into its planning processes to evaluate the use of resources and the impact of planning.

Actionable Improvement Plans

None

³⁶⁴ [2010-2016 Faculty Union Contract, Article VII](#)



STANDARD 4

Standard 4: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

4A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

4A1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

The continued strive for excellence at Guam Community College led the GCC Board of Trustees in December 2008 to adopt the 2009-2014 Institutional Strategic Master Plan, which contains four major ongoing strategic goal initiatives: 1) pioneering; 2) educational excellence; 3) community interaction, and 4) dedicated planning. The four goal initiatives of the ISMP accentuate the College's commitment:

1. To lead workforce development on Guam as an example to Micronesia. It is best suited to do so because as an institution, it is the most knowledgeable, has a proven performance record and the greatest ability to acquire necessary resources. (Pioneering)
2. To continue to improve upon its reputation and performance as the premier secondary, and postsecondary institution available to the community of Guam. (Educational Excellence)
3. To be judged successful because of the educational services it provides students, the service it provides employers, and the assistance it provides the community in improving the quality of Guam's workforce. (Community Interaction)
4. To maintain success by establishing an institutional planning discipline that is dynamic and responsive to community and the workforce development needs of Guam. (Dedicated Planning)

The institution's goals and values are articulated through the mission statement. This statement appears in several places on the GCC website, including the home page and the

BOT page. It is recited at the beginning of each meeting for the BOT, Faculty Senate, and student government.

The annual Institutional Effectiveness Survey Report (August 2010) was designed to gauge the respondents' levels of knowledge about the institution and their awareness of the College's effort to achieve institutional effectiveness. The survey was given to members of the BOT, foundation board, administrators, full-time faculty (postsecondary and secondary) and staff.

The College makes its critical documents available to the public through its website. Faculty, staff, students and the general public have easy access to reports, speeches, minutes and other pertinent information. An annual report and Fact Book are published and available electronically for download from the public website. In addition, a GCC impact video that illustrates the College's success in numbers is presented to faculty, staff and students during convocation and to the BOT during their meetings. The Fact Book and impact video are used regularly during legislative budget hearings and during presentations made by employees of the College.

All entities of the College must undergo evaluation and review. All assessment plans, which include specific goals, data and artifacts, are uploaded to TracDat and are accessible to the unit being assessed. Upon request, interested parties are also given access to TracDat. Evaluation and Assessment Reports of the President, the BOT, administrators and others are available via the public website and through MyGCC. The Office of Assessment, Institutional Effectiveness and Research (AIER) houses hard copies of all assessment reports. All employee positions of the College have designated job descriptions. Additionally, each position is attached to a course, program, or unit that is assessed, and ideas for improvement are outlined in an assessment plan. All units at the College, whether they are educational, administrative or financial, are tasked with their own assessment. To some degree, each employee is involved in the process.

One example of the College's systematic participative process was the development of the ISMP. During the design and development phase of the ISMP, all stakeholders, including faculty and staff, provided input and/or feedback that led to the finalized document.

The President holds town hall-type meetings with students every semester. This forum provides students with the opportunity to express their ideas and concerns for institutional improvement. During the annual convocation, faculty, staff, administrators and students are updated on the College's progress. Ideas can also be brought forward at student leadership meetings, to representatives of the faculty senate, at the department chair meetings, and at the President's management team meetings.

The College recognizes the importance of input from all levels of the institution. As a result, the participatory governance structure has evolved and now enables members of the College community to participate in decision-making processes. The participatory governance

structure is designed to ensure all levels of decision making are captured and provides the mechanism for which individuals can bring forward ideas for institutional improvement.³⁶⁵

Several institutional policies currently in place are the direct result of discussions, motions and recommendations that ascended through the participatory governance structure to the President and finally the Board of Trustees.³⁶⁶ In addition, the same structure created the environment to successfully adjust the Gen Ed requirements for the Certificate programs. The sheer volume of curriculum documents that have been revised in recent years and the overwhelming demand of the curriculum committee's workload led to the establishment of subcommittees.

With the implementation of the MyGCC website, GCC achieved a unified, digital campus. To address the ACCJC's concern for the validity of data, an institutional researcher was hired. Many publications were produced as a direct result of this new position, including the faculty and administrators salary study, a ten-year perspective of GCC addressing the accreditors' concern regarding the Gen Ed Report, and the GCC Fact Book³⁶⁷.

Self Evaluation

Serving as a guide to action is the primary purpose of the Institutional Strategic Master Plan (ISMP). It is a strategic plan intended to illustrate long-term goals and initiatives enabling GCC to come closer to realizing its vision. As a public document, it also serves to communicate the College's long-term vision and plan, not only to its staff and student body, but also to the wider community. The 11th Assessment Report highlights the goals of the ISMP in relation to program and course level SLOs as well as the program/unit outcomes. In the formulation of the ISMP several years ago, the college community, which included the administration, faculty, staff, and students, were invited to attend several planning sessions. At the time, Faculty Senate members and a good number of faculty attended some of the planning sessions, but attendance was poor despite continuous invitations made to the College community. Some of the constituents who attended felt that the ISMP was not collaborative in nature; rather, they were presented information by the consultant who was hired to produce the report. Although this document should guide the planning process relating to the many activities, construction projects, and movement of the college through 2014, connections to the ISMP are so far articulated only in various assessment reports. Communicating how successful the College is in meeting the four initiatives has been a challenge the College wants to meet through its periodic ISMP updates.

To update the terminology and conform to national changes, the College worked with the Guam Legislature to amend GCC's Enabling Act, Public Law 14-77, from a vocational emphasis to a career and technical one. The bill updating the enabling act, Bill 176-31, was signed into law on September 30, 2011 by the island's acting Governor.

The College's mission statement is stressed at several levels at the College. However, in the

³⁶⁵ [Faculty Senate diagram](#)

³⁶⁶ Board of Trustees (Policies [100](#), [197](#), [340](#), [470](#))

³⁶⁷ [6th Annual Institutional Assessment Report](#), p. 1 & [7th Annual Institutional Assessment Report](#), pp. 16 & 19

recent Institutional Effectiveness Survey, respondents felt that they were not as knowledgeable about the institution as they thought. “In order to promote more involvement and enhance awareness of the decision making processes of evaluation, planning, and budgeting, the engagement of all college stakeholders in the work of promoting institutional effectiveness cannot be overemphasized,” the report stated.

Although MyGCC is currently an effective tool in integrating all aspects of the campus, in its early stage, a hardware problem and the overwhelming demand on the network infrastructure caused the system to crash in September 2007 which seriously impaired the functions of the College. The solution to this crisis was delayed for several reasons. For one, because participatory governance was still being defined, confusion arose among those who were directly involved with the crisis. As our participatory governance matured, decisions relating to MyGCC and the overall infrastructure resulted in a clearer understanding of roles. This has enabled plans to be formulated using collaborative dialogue. Since its initial implementation, MyGCC has been upgraded twice and has become an integral component of the College’s business operations. In the Institutional Effectiveness Survey report (August 2010), results indicated that 36 percent of the respondents’ knowledge of the institution was enhanced by logging on to MyGCC.³⁶⁸

Several mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. These mechanisms include the Faculty Senate and its committees, the CGC and its committees, Joint Union Committees, Town Hall meetings with the President and students, meetings convened by the president, management meetings, and through the stakeholders’ representative to the BOT. Additionally, joint strategic planning sessions between the Faculty Senate and the Administration are held once every semester. The Matrix of Recommendations to the President by the CGC highlights the initiatives that have been approved by the council from 2006 to 2011. An example of how an idea was brought forward deals with the Institutional Learning Outcomes. It was transmitted by the Faculty Senate, modified by the CGC, remitted and endorsed by the President who forwarded it to the BOT where it was approved.

The Faculty Senate established timelines and the designation of MyGCC as the location for posting committee agendas, minutes and other documents. Because not all committees have been in compliance, the Faculty established a Point of Contact in each of its four committees; this person is tasked with monitoring to ensure that all agendas, minutes, and files are updated and uploaded onto MyGCC.

The various groups described above endeavor to provide effective leadership throughout the campus. Over the past several years, a more collaborative atmosphere has developed between the administration and faculty. The Faculty Senate structure has empowered departments to improve and enhance their programs and curriculum based on their advisory committee’s feedback.³⁶⁹ The mechanism for staff governance or participation, however, still needs development.

³⁶⁸ [Institutional Effectiveness Survey Report](#), p.5

³⁶⁹ [10th Annual Institutional Assessment Report](#)

Actionable Improvement Plans

None

4A2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

The leadership in the College consists of the Board of Trustees (BOT), the President, the College Governing Council (CGC), Faculty Senate (FS), and the Council on Postsecondary Students Affairs (COPSA). All groups have approved by-laws or constitutions that guide how the group meets and makes decisions.

Faculty governance evolved from what was originally termed "shared governance" to "participatory governance." The structure was enhanced to better define senate committees and institutional committees. Contract negotiations between the Board and faculty were opened specifically to address Article XII of the GFT/Board Agreement whereby the intent was "to establish and implement a means for providing broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President." In keeping with the Accrediting Commission's standard on Leadership and Governance, the College recognizes and utilizes the institution-wide contributions for continuous improvement, the same document stated.

In addition to the BOT regular meetings, the group also holds retreats several times a year. The President meets with her management team weekly and with the Faculty Senate leadership for a joint strategic planning session at least once a semester to discuss issues related to the College. The Faculty Senate meets weekly, the CGC meets once a month, and the student leadership organization meets twice a month.

The BOT adopted Policy 470, the Guam Community College Code of Ethics, that guides all employees on the general principles of ethics by committing to attaining a high standard of ethical behavior, acting fairly and equitably, engaging people without prejudice, taking responsibility for one's actions and decisions, and being committed to excellence.

Self Evaluation

Soon after the visiting team left in 2006, the creation of the Faculty Senate and the College Governing Council produced an environment for empowerment, innovation and institutional excellence throughout the College community. The establishment of these two governance structures brought forth a systematic participative process for the effective discussion, planning and implementation of corrective measures on issues affecting the institution.³⁷⁰

³⁷⁰ [Article XII "Participatory Governance"](#), BOT-GFT Agreement, 2005-2010.

The lack of an established structure for staff governance however is an ongoing situation that has been discussed for a number of years. In a support staff meeting held in February 2010, several members volunteered to establish by-laws as a step toward the creation of a staff governance structure. In the ISER feedback session with staff, three components were identified as needed to move this issue forward: time; designees to spearhead the organizing of the group; and a liaison. Continued efforts are being made, however, to provide staff with greater opportunities to participate in college governance activities such as the College Governing Council (CGC) and in joint institutional committees within the participatory governance structure.

The governance structure for students is in place. COPSA is organized to represent all officially registered Postsecondary and Adult High School students. Its purpose is to serve as a voice for which student issues, problems, and concerns are addressed among students and between students and the GCC administration; to collaborate in the formulation of policies and procedures for student activities, educational programs; and as related to the Student Code of Conduct in the GCC Student Handbook or the GCC Student Organization Handbook for the purpose of ensuring that all privileges, rights, welfare, safety and benefits are guaranteed to students.

In the new agreement between the Board of Trustees and the Faculty Union, faculty is given the option of performing committee work in exchange for release time. The challenge has been addressing the need for accountability and linking faculty's performance to their evaluation. At the governance leadership retreat, the Faculty Senate (FS) indicated that "committees are to be accountable as we get closer to accreditation."³⁷¹ Accountability must be prioritized at all times to ensure that ideas are brought forward and faculty work together on issues related to policy and planning. During this current academic year, chairpersons of committees and those in positions of authority must authenticate the work done by faculty. In an effort to uphold themselves accountable for committee work that is performed, two committees under the Faculty Senate have provisions for dismissal of members due to a lack of performance. No such provision has yet been established for the Institutional and Joint Union Committees.

Actionable Improvement Plans

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

4A2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

³⁷¹[Faculty Senate Minutes](#), 29 September, 2009

Descriptive Summary

The College strives for institutional excellence and successful outcomes by encouraging all stakeholders to contribute and participate in its development.

The newly-negotiated GCC Board-Faculty Agreement (2010-2016) establishes the role of faculty in institutional governance. The faculty's primary voice is through the Faculty Senate, which was fully implemented in 2006. The FS provides regular and ongoing input in the areas of policies, budget, planning, curriculum, and other issues through the collegial consultation process, which includes representatives on campus committees and formal representation at Board of Trustees meetings. Additionally, the FS provides representation in RPF and the College Governing Council (CGC). Decisions that are approved are then submitted to the President and then to the Board of Trustees. The faculty is well represented on campus committees with 89 percent of 72 full-time postsecondary faculty serving on College committees.

Faculty, staff, and students maintain representation in the Board of Trustees. It is through this mechanism that the various constituencies can ultimately voice concerns, provide input and participate in the decision making process of the College. When needed, the BOT solicits input from stakeholders prior to making a decision.

The student governance process is well established. A voting student member sits on the Board of Trustees. COPSA oversees all student organizations and provides the mechanism for students to meet, plan events, and discuss issues. The Student Representative to the BOT, student organization representatives, and the students who sit on three college committees give their committee reports at the COPSA general membership meetings held twice a month. Currently, student representatives participate on the Committee on College Assessment (CCA), College Governing Council (CGC), and the Resources, Facilities, and Planning (RFP) committee. Updates are given and students are encouraged to provide feedback or present concerns they want addressed. The memo of May 2, 2008 from Dr. Barbara Beno, ACCJC President, spells out the extent of student engagement in college affairs: "The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate **as appropriate** in decision making processes. That is to say, for example, that students are not required to be part of the decision making processes that would be inappropriate for students."³⁷² In drafting the ISER, students were appropriately given several opportunities to comment and provide feedback.

The budget process begins with each unit. For faculty, it is the responsibility of each department chairperson to develop the department's annual budget in cooperation with its members. This budget is then submitted to the Deans. For staff and administrators, the supervisors of each unit establish the budget. All budgets are transmitted to the RPF committee and then to the CGC and ultimately to the BOT.

³⁷²[ACCJC letter from Dr. Barbara Beno to Dr. Ray Somera on May 2, 2008.](#)

Self Evaluation

The role that faculty has in developing or recommending policies, planning and budget goes beyond the Faculty Senate, CGC, and its committees. Faculty can participate in these endeavors at three different levels: individual, department and committee level. Although faculty can make recommendations, some issues such as budgetary constraints are beyond their control.

While faculty and students have a voice on the Board and have a mechanism to receive/disseminate information and make decisions, the same however cannot be said of staff. The governing structure for staff is still in the dialogue stage. As a result, while there is staff contribution to the governing process because of staff representation on college committees, formal dissemination of information back to the staff population is largely done through informal means.

In the Faculty Senate's Effectiveness Survey, results indicate that the Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.

Within the Faculty Senate structures, staff and student participation are limited to certain committees. The RPF committee has faculty, staff, and student participation. Currently, COPSA officers and the BOT student member sit on three important committees: College Governing Council; Resources, Planning and Facilities committee; and the Committee on College Assessment. This level of inclusion allows for greater interaction and student input at the major decision-making levels.

To remain competitive in the global search for and retention of qualified College personnel, a faculty salary pay adjustment was approved. The College and the Board wholeheartedly supported these efforts.

The Institutional Effectiveness Survey Report found ambivalent perceptions that classified staff, through their respective supervisors, is provided with adequate opportunity to become involved in the budget process.³⁷³ As a result, one recommendation would seem to enhance the decision making processes is to "ensure that all departments/units have a budget awareness session in preparing the department's/unit's budget for the fiscal year and solicit input and participation from the rank and file of faculty, administrators and staff."³⁷⁴ Since the appearance of the report, budget awareness sessions have been conducted by the Business office during the budget preparation stage, which usually occurs in November or December each year.

The President ensures that the College's administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience and job responsibilities,

³⁷³ [Institutional Effectiveness Survey Report](#), p.10

³⁷⁴ [Institutional Effectiveness Survey Report](#), p.13

which adequately fit their areas of responsibility. The President has delegated the Academic Vice President to work along with the College Governing Council and the Faculty Senate in establishing a collegial process that incorporates values, goals, and priorities that are in line with the mission statement and in support of student learning outcomes.

Actionable Improvement Plans

None

4A2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Since the last accreditation visit in 2006, the college has been vigorously working to update and maintain the currency of curriculum documents and to include student learning outcomes for all programs and courses. Curricular documents that illustrate faculty efforts in promoting the progress of this initiative include the following:

- Associate Degree course SLO Matrix
- Certificate course SLO Matrix Updated 28-Jan-2009
- Curriculum Manual
- CE-specific Course Approval Form Template
- Course Approval Form Template 2011
- Curriculum Archival Memo Template
- Curriculum Manual Spring 2011
- Dual Credit Articulated Programs of Study Template
- Four-Year Assessment Schedule, Fall 2008
- Two-Year Assessment Schedule, Fall 2010
- Non-Substantive Curriculum Revision Memo Template
- Program Approval Form Template 2011
- Program Concept Form Template
- SLO - Map Program and Course Levels
- SLO Booklet
- SLO Implementation Plan
- Textbook Adoption Checklist
- Textbook Procedures
- Credit hour/lab analysis

As part of the BOT/Faculty Union Agreement, a Learning Outcomes Committee was created to ensure and regulate, through quality control, a curriculum that reflects the mission of the College that is academically sound, comprehensive, and responsive to the evolving needs of the community. Additionally, this Committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, department chairpersons, committee chairpersons and administrators as

appropriate. The Committee involves administrators, faculty, staff and students in their efforts to guide and improve the institutional and student learning outcomes. Although the LOC is a faculty committee, an administrator has been identified as a liaison to assist with curriculum issues, and meetings are open to students and staff.

Through the efforts of the Vice President for Academic Affairs and the AIER Office, student learning outcomes are emphasized in course documents, syllabi, the College catalog, assessment documents, student evaluation of courses, and program review. SLOs are being assessed at the course and program levels.

Self Evaluation

The College has aggressively continued to address the recommendations from the accreditation team's 2006 visit.³⁷⁵ Revisions are being made to curriculum to align student outcomes at the course and program level. The AIER Office works collaboratively with the LOC to ensure that assessment terminology is consistent with the usage in both the curriculum manual and in the daily language used on campus.

As the College is mandated to provide career and technical education for Guam, GCC has also worked hand-in-hand with the community, the LOC, advisory committees, and various departments to create additional programs such as the certificate and associate degree in Emergency Management, Associate of Science degree in Medium/Heavy Diesel Technology, Associate of Science in Surveying Technology and Associate of Science in Civil Engineering Technology. With the impending military buildup expected before the end of this decade and because GCC takes its role as the leader in Guam's workforce development as central to its mission, the College has implemented or re-instituted new degree programs through the ACCJC Substantive change process. The various advisory committees collaborate with their respective departments to ensure that the College addresses the needs of the community, especially in the area of the military buildup.

Additionally, in 2006, when the College embarked on the task of including SLOs for all courses, it began with zero compliance of SLOs in the 399 courses listed in the catalog.³⁷⁶ As of April 1, 2011, the College has achieved 100 percent of SLOs for all programs and courses. Course assessment is also gaining momentum.

Actionable Improvement Plans

None

4A3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

³⁷⁵ [2009 Accreditation Mid-Term Report, pp. 2-8](#)

³⁷⁶ [10th Annual Institutional Assessment Report, p. 13](#)

Descriptive Summary

The College utilizes several vehicles to disseminate essential information about the institution's efforts to achieve goals and improve learning. In line with the College's sustainability efforts, MyGCC is used as the primary tool to communicate information. The President updates the Board monthly, addresses faculty and staff at the yearly convocation and during assemblies, and holds town hall meetings with the students every semester. Using these forums, she disseminates information about the status and progress of the College on various fronts, receives ideas and feedback from the students, and addresses concerns they may have. Additionally, a monthly newsletter entitled "Chachalani" is produced by the Communications and Promotions Assistant Director and is used as a vehicle to disseminate information about college happenings, including milestones and upcoming events.

Self Evaluation

The establishment of GCC's Faculty Senate and College Governing Council (CGC) as part of the governance structure brought forth a systematic participative process for the effective discussion, planning, and implementation of corrective measures on issues affecting the institution. FS and CGC minutes reflect the discussion of ideas and the communication that occurs in these meetings and are posted on MyGCC.

The FS took steps to become more transparent with the College community by approving a FS email address, uploading committee bylaws to its website, and publishing a newsletter. Not all of the Faculty Senate minutes, however, have been posted online. Some information regarding committees, membership, agendas, minutes, and other pertinent information may be outdated. Nonetheless, all FS committees are required to use MyGCC to upload minutes and other relevant documents, but there is no established timeline of when this must be done. The FS is presently trying to resolve this issue.

In the past, Professional Development Days were held once a semester and afforded the opportunity for faculty and staff to share information about the College and enhance skills and knowledge. With the adoption of the new GCC Board-Faculty Agreement, these days were taken away, as part of a negotiated arrangement. This created an unintended outcome for staff by eliminating the only times when all the staff can gather together without worrying about their duties because the College would shut down to allow faculty, staff, and the administrators to meet as an entire group. The college administration, however, has been supportive of staff by establishing occasions of informal interaction among college constituents through events such as monthly birthday celebrations, Thanksgiving Luncheon, Christmas party, and similar social events.

Actionable Improvement Plans

None

4A4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies,*

and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The last Accreditation Evaluation Report from ACCJC in 2006 outlined four recommendations, and the College moved quickly to address them. The College's midterm report was accepted by ACCJC in June 2009.³⁷⁷ This report documented and provided evidence of the progress made toward each of the recommendations suggested during the last visit. All documents related to this report are accessible through GCC's website including the ISMP, ACCJC documents, financial reports, institutional effectiveness reports, annual reports, surveys, state plans, BOT minutes, and GCC's internal newsletter (*Chachalani*). Yearly, the President submits an annual report to the Governor on the status of the institution, both financially and programmatically.

As a result of Dr. Beno's recommendation in a 2 May 2008 letter, faculty governance transitioned from "participatory governance" to "participatory governance." The structure was gradually enhanced to better define Faculty Senate committees and institutional committees.³⁷⁸

Self Evaluation

The College places a high priority in complying with the ACCJC Standards, policies, and guidelines, and responds expeditiously to Commission recommendations. All four of the major recommendations made during the 2006 visit have been addressed. Additionally, the report outlines the College's response to the Accreditors' specific concerns. GCC reviews its accreditation requirements on a yearly basis and conducts a yearly self-study.

Recommendations from the self-study report are integrated into the annual AIAR where specific actions are described and individuals are tasked with the implementation of the recommendations made. Prior to the last accreditation visit in 2006, ACCJC president Dr. Beno wrote a letter commending the College for its significant progress it made in addressing the Commission's recommendation regarding the program review/assessment process.

In the College's continuing effort to communicate effectively with the community, the President and her team work with local government agencies and other entities (Guam Contractors Association's Trades Academy, village mayors, Guam Power Authority, Guam Fire and Police Departments, Department of Labor, Department of Public Health and Social Services, Guam Legislature, Guam Chamber of Commerce, Department of Integrated Services for Individuals with Disabilities, and the Guam Department of Education) to advance the College's mission and goals. Additionally, the College continues its partnerships with USDOE through programs such as Project AIM (TRiO Programs), federal college work study program, Pell grant, Adult Basic Education, and the College Access Challenge Grant Program (CACGP). Grant revenue has increased exponentially over the last several years.

³⁷⁷ [Mid-term Report Acceptance Letter, June 2009, from Dr. Barbara Beno](#)

³⁷⁸ [ACCJC Letter from Dr. Barbara Beno to Dr. Ray Somera, 2 May 2008](#)

The College's public website is currently being overhauled in order to more effectively communicate with the general public. MyGCC, an intranet vehicle, is the primary vehicle for communication with internal College stakeholders. The Communications and Promotions Assistant Director actively disseminates media releases and photos of student and program activities, new educational opportunities, and new equipment/classroom upgrades, thereby building a solid image and reputation in the Community.

The College's accreditation compliance is paramount and is clearly articulated to all entities. The College takes its role of public disclosure seriously and is meticulous about meeting reporting requirements for all partner entities.

Actionable Improvement Plans

None

4A5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

As part of the two-year assessment cycle of the College, all governance units are assessed. The College has adopted a program review model that integrates assessment results with planning and budgeting.

Evaluation reports of the governance structures are published and made available online. These reports contain recommendations for improvement.

Self Evaluation

Evaluation of the governance process on campus has been extensive. All the parties that are involved with governance are assessed every two years. They include the BOT, President, and Faculty Senate. Others include the Foundation Board of Governors and COPSA. The following reports are available on the College's Website:

- GCC Board of Trustees' Third Assessment Report (AY 2007-2008)
- GCC Board of Trustees' Fourth Assessment Report (AY 2010-2011)
- GCC Foundation Board's Second Assessment Report (AY 2007-2008)
- GCC Foundation Board's Third Assessment Report (AY 2010-2011)
- President's Performance Appraisal Survey Report (June 2009)
- President's Performance Appraisal Survey Report (May 2011)
- Faculty Senate Effectiveness Survey Report (March 2007)
- Faculty Senate Effectiveness Survey Report (May 2008)
- Consolidated Administrators Assessment Report (January 2006)
- Consolidated Administrators Assessment Report (January 2007)

Consolidated Administrators Assessment Report (June 2008)
 Consolidated Administrators Assessment Report (April 2009)

The Second Effectiveness Survey Report of the GCC Faculty Senate yielded the following conclusions:

- The Faculty Senate experience has resulted in a greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty.
- The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address concerns that were raised regarding disparity in faculty participation in committee work. Concerns also arose about the length of membership in committees. Some committees have revised their bylaws to include a minimum term of two years in order to ensure continuity of work.
- Not all faculty understand the college's existing governance structure. Communication seems to be ineffective.
- The Senate acted on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner.
- There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws.
- There appears to be a concern with how decisions are being made at the College. Qualitative comments from the general membership survey suggest that decisions are being made without input or participation from all stakeholders and are being made by a few individuals.
- Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.

The last time the Faculty Senate was evaluated using a survey was 2008. Because of the requirements of TracDat and the mission and goals of the FS, it was decided that an annual report to the AVP be used to conduct its assessment beginning AY 2011-2012. There is no structure in place to evaluate the entire participatory governance structure (Faculty Senate, CGC, and the Institutional Committees).

Actionable Improvement Plans

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

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

***4B1.** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.*

Descriptive Summary

Since the last accreditation visit in 2006 to the present, the GCC Board of Trustees has been fully empanelled. In previous years, the BOT was inhibited by a lack of full Board membership because of delays in Governor appointments. In its monthly meeting, the governing body reviews policy manuals, approves new student learning programs and discuss financial issues, among other topics.

Policy 110 establishes the guidelines for the review of policies to assure quality and effectiveness of student learning programs and services as well as the sound operation of the College. It also adopted a guide for decision-making. In March 2008, the Board adopted the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook
- GCC Board of Trustees ACCJC/WASC Standing Committees
- Academic Affairs Standing Committee
- Business & Finance Standing Committee
- Administrative Services Standing Committee
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," and published by Hawthorne Books, Inc.

Board responsibilities include the evaluation of existing and potential job skills needed on Guam, including those for business, industry, territorial and federal governments; coordination and recommendation of improvements in vocational educational programs in order to match program outcomes with current and existing job needs; encouragement of work-study programs in industry and more scholarships funded by private employers, labor unions, territorial and federal governments; encouragement of retraining programs for the unemployed and under-employed in order to provide a guaranteed workforce; evaluation and recommendations for executive and legislative action to improve programs regarding job innovation and development, and formulation of plans and objectives in measurable terms and continuous evaluation of the various programs operated by the College to determine if the College is complying with its statutory mandate. The College also must provide five (5) year follow-up studies of the graduates of the various programs operated by the College.

Board Policy 455 establishes the presidential selection criteria for the College.³⁷⁹ The Board's duties include appointing and evaluating the President of the College. Performance standards using a numerical scoring system with one (1) being the lowest and ten (10) being the highest

³⁷⁹ [BOT Minutes, January 8, 2009](#)

for each goal is used in the employment contract. The key to the College's success is the excellent working relationship between the Board and President.³⁸⁰

Self Evaluation

The Board is informed and aware of the College's growth, outcomes, development and budget. Monthly financial reports are reviewed. Current issues, new activities, and program changes are channeled through the President to the Board via monthly meetings.

At the Joint Board Retreat held in January 2008, members were asked to look at how they could continually improve student, departmental and College established policies. During this retreat the Board approved its goals for assessment to include:

- Goal 1: Member Education
- Goal 2: Board Assessment
- Goal 3: Review of Board Policies

The Board also approved the following: 1) Adoption of Board of Trustees Membership Handbook, 2) Board of Trustees Standing Committees, and 3) Parliamentary Procedures at a Glance, based on Robert's Rules of Order. All these documents are available on the website.

The Board's retreats and training have benefited its members, especially regarding SLOs and the accreditation process.

Board Policy 455 outlines the selection of the President. Every year of her presidency, the Board has adopted the President's Annual Performance Reports. Her performance reports are tied to her goals for the institution and herself.

The Institutional Effectiveness Survey Report (2010) found that the College must find ways to enhance and promote involvement among the campus constituents with different processes aimed at solidifying the institution's effectiveness in carrying out its mission. One recommendation was to make certain that key representatives (faculty, administrators, and staff) involved in the College's participatory governance, budgeting, and decision-making processes are armed with adequate knowledge about these processes through regular consultations among themselves.

Actionable Improvement Plans

None

4B1a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

³⁸⁰[Fourth Board of Trustees' Assessment Report, Fall 2010](#), Executive Summary

Descriptive Summary

The GCC Board of Trustees consists of seven (7) trustees: one represents organized labor; one represents business and industry; one represents College students; and the remainder are members of the general public. At least two of the seven trustees must be women. There may be, in addition to the trustees, advisors who are without vote.

The institution is a public community college with board representation from throughout the island. The Board members are nominated by the Governor and confirmed by the legislature. Every governing board member is a non-owner of the institution.

Self Evaluation

The BOT adopts policies and regulations necessary for the operation of the College. Board members appoint and evaluate the President. They also evaluate existing and potential job skills needed in the territory, including those for business, industry, territorial and federal governments; they coordinate and recommend improvements in vocational educational programs in order to match the programs with existing and future job needs; encourage work-study programs and scholarships funded by private employers, labor unions, territorial and federal governments; encourage retraining programs for the unemployed and under-employed in order to provide a guaranteed workforce; evaluate and make recommendations for executive and legislative action to improve programs regarding job innovation and development, and formulate plans and objectives in measurable terms and continuously evaluate the various programs operated by the College to determine if the College is complying with its statutory mandate.

The governing board assumes responsibility for its decisions by initiating new ideas, improvements and promotion of the College's policies. The Board derives its authority from the Governor of Guam and is subject to the provisions of the Government of Guam. The policies adopted by the Board are consistent with the provisions of Guam law but do not encompass all laws relating to local government activities. As stated in the membership handbook, the trustees are charged with the responsibility of compliance and mandates of Public Law 14-77 (now P.L. 31-99), which created the Guam Community College, and all subsequent laws and executive orders pertaining to GCC.³⁸¹ In addition to supporting the President, the Board is tasked with the responsibility of developing rules and guidelines that govern their activities as members of the Board. As part of the Board's agenda, reports from faculty, staff and students are included.

Overall, the Board appears to be doing its part based on experiences and familiarity with the functions of the College. During meetings, the Board reviews reports and presentations on new or proposed changes with academic services, student activities, campus operations, future college updates and the budget.

³⁸¹ [Public Law 31-99](#), September 30, 2011

When the College received an unsolicited proposal several years ago, the Board opted to use a “Request for Proposal” to avoid any public perception of impropriety. That proposal was resubmitted with others in accordance with proper procurement practices.

As a statement of the Board’s independence from undue influence, the following policy serves as a reminder: Policy 105 - Reaffirmation of Autonomy cites Public Law 14-77, "Except as expressly provided for herein and notwithstanding any other law to the contrary, the College shall be autonomous and self-sufficient in matters pertaining to its governance, organization and administration and the promulgation of its rules and regulations, in accordance with the Administrative Adjudication Law (Title XXV of this Code) pertaining to the following: (1) courses of instruction; (2) issuance of certificates, diplomas, credits and degrees;(3) personnel recruitment, appointment, tenure, promotion, dismissal and other personnel matters;(4) obligation and disposition of funds, provided that appropriated funds are used for the purpose or purposes provided in the Act appropriating said funds; and(5) soliciting, receiving and using gifts of any kind whatsoever for the purposes provided in this Chapter."

Actionable Improvement Plans

None

4B1b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary

The BOT passed Policy 100 approving the new mission statement, which is easier to recite and is consistent with the ISMP: “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.” The mission is achieved by accomplishing goals related to pioneering, education excellence, community interaction, and dedicated planning. The new mission statement is recited at every Board meeting and is incorporated into the meeting packets.

The Board adopted several policies and resolutions to uphold the quality and integrity of the College in addition to improving student learning programs and services.

Self Evaluation

A subcommittee of GCC faculty that served on an accreditation standards committee drove the creation and revision of the mission statement. Faculty members gave input and solicited comments from the campus community. It was sent through proper channels and adopted by the Board, which now prints the statement on every agenda and recites it at every meeting. The new statement reflects the changing economic, social and political environment on Guam. In the BOT’s latest assessment report, “all Board respondents strongly agree that the

Board reviews GCC's mission annually and participates in the self-evaluation process on a regular basis."

The BOT responds to requests, including one from the American Association of Community Colleges, to support President Obama's "American Graduation Initiative." They also adopted Board Resolution 21-2009 in response to students' requests to hold off the increase in tuition and fees for AY10-11.

The Board passed Policy 306 in response to the 2002, newly approved ACCJC accreditation standards to provide a more comprehensive process for all instructional programs, student services and administrative units on campus. The two-year cycle of program review was intended to fulfill the following objectives: assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical education; ensure wise allocation of resources; determine program effectiveness; and implement program improvement strategies. At the December 2, 2009 BOT meeting, the Board adopted six Institutional Learning Outcomes (ILOs) that were recommended by the Faculty Senate and approved by the President. These outcomes have been entered into TracDat and used, along with the ISMP goals, to link with SLOs and program, services, and unit outcomes.

The GCC Foundation Board of Governors is not a governing board. The primary purpose of GCC's foundation is to provide a vehicle for the contributions of funds that support activities, goals, plans, projects and programs at GCC that are not funded or inadequately funded by the government or traditional resources and to provide a public community relations program for GCC. In its latest assessment, it found that the "The Foundation Board's key decisions are consistent with the mission of GCC."

Actionable Improvement Plans

None

4B1c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Descriptive Summary

The BOT assumes full responsibility for the College's educational quality, legal matters and financial integrity. The governing board works in conjunction with other participatory entities. The Participatory Governance Structure (Oct 8, 2008) included involvement from the (1) Board of Trustees; (2) President; (3) College Governing Council; (4) Faculty Senate; (5) Institutional Committees; and (6) Joint Union Committee.

The Board is kept apprised of the College's growth, development, and challenges in numerous ways. Trustees are regularly provided information during the monthly meetings, Board retreats, and other venues.

The Board assures fiscal integrity of the College by maintaining five percent of unrestricted expenditure. The College does not have a minimum balance but tries to ensure that all spending is in line with the College's budget and that no expenditures are greater than revenues.

Self Evaluation

As evidenced in Board items and minutes, the Board carries out its responsibilities with the utmost diligence and commitment. At its monthly meeting, the Board is updated on the activities of the College and hears reports from the President, faculty, staff, and students. On a yearly basis, the Board reviews the mission statement and the budget.

The BOT addresses issues related to curriculum, land disputes, public access and budgeting. Legal matters are held in executive session, which is not open to the public.

To facilitate planning, a consultant was hired in 2008 to help identify the framework for the short- and long-term goals for each of the strategic objectives for the ISMP.

To improve educational quality, the Board approved the pursuit of many grant opportunities. Other BOT actions include the approval of the "Enrichment Student Category" for students who do not wish to earn a degree or certificate but who do wish to improve skills and knowledge in their area of study. The BOT adopted the Institutional Learning Outcomes to serve as the framework that defines the collective expression of the overall learning environment.

For the tenth straight year, the College continues its rating as a low-risk auditee with no questioned costs or unresolved prior audit findings. It continues to work within its budget and is considered a role model for other Government of Guam agencies. Furthermore, when necessary the BOT consults with legal counsel to ensure financial integrity. The College continues to struggle financially due to a reduced annual budget by the Guam Legislature and delayed receipt of its full appropriation from the Department of Administration. For example, in the past four years (FY08, 09, 10, 11) the College has not received its full allotment. Also, for FY11 the College received 50% of the Manpower Development Fund (MDF) which was based on actual collections.

Yet, the College has been able to maintain its fiscal responsibility despite the island's economic challenges. A nearly decade-long economic recession created by the events of September 11, 2001, several supertyphoons and the Asian economic crisis shrank tax revenues by about one third. This severe economic climate led to budget shortfalls, which jeopardized GCC's reputation of currency with vendor payments. Recognizing the challenging economic climate of Guam, the BOT responded to students' requests by passing Resolution 19-2009 to suspend scheduled tuition and fee increases effective fall 2009. The suspension was feasible in light of the enrollment increase in Fall 2008. The increase, coupled with the College's Physical Master Plan, called for physical expansion of the

campus, for which the BOT approved numerous requests to obtain funds from outside sources.³⁸²

Actionable Improvement Plans

None

4B1d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Descriptive Summary

As directed by the College's enabling legislation (Public Law 14-77), the GCC Board of Trustees consists of seven members that represent organized labor, business and industry, students and the general public. At least two trustees must be female. The Board can also include non-voting advisors. Trustees are appointed and confirmed by the Legislature. Three trustees are appointed to three-year terms; three trustees are appointed to five-year terms; and the seventh trustee is an elected student member who serves a one-year term. Their successors shall be appointed each for a term of five years, with the exception of the student member. The student member is elected by a plurality vote of students of the College and may be re-elected to no more than one (1) successive one-year term. The by-laws also dictate the terms of appointment, office, oaths, powers and compensation.³⁸³

Self Evaluation

The current BOT membership fulfills the requirements of its enabling legislation. In addition to the seven members, ex-officio representation is provided to faculty and staff. Additionally, the President serves as the executive secretary of the Board.

In compliance with established standards, the Board reviews and publishes policies and procedures. These documents are available on the College's website. The Board's operation, size, structure, responsibilities and operating procedures are compliant with established policies. The BOT has developed and published its adoption of the Board of Trustees Membership Handbook, Board of Trustees Standing Committees, and Parliamentary Procedures at a Glance, based on the Robert's Rules of Order. Meetings are held in open sessions; however, items for public discussion must be made in advance. Personnel matters, labor management relations and legal matters are held in executive session. Ex-officio members are allowed to attend the executive sessions but must absent themselves if asked to do so.

Actionable Improvement Plans

None.

³⁸²[Board Resolution 20-2009](#)

³⁸³[BOT By-Laws](#)

4B1e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

The BOT adopted policy 360 entitled “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Unites, and the Board of Trustees,” establishing a regular cycle of assessment on a two-year cycle. The Third and Fourth Assessment Reports for the Board were published in March 2008 and fall 2010, respectively. The Board amended policy 110 – Board Policy Development and Review - and is committed to periodically reviewing policies to ensure that they remain appropriate. Between January 2008 to January 2009, policy review was undertaken in earnest. A schedule was established and policies were reviewed in sets. With the assistance of the AIER office, a Board Policy Review Tool was created. The three Vice-Presidents, who were in place at the time, reviewed all policies. The policies were distributed according to the areas that fell under each respective Vice President’s purview. With assistance from the managers and Deans from the various departments and divisions, policies were reviewed for relevancy and timeliness. The policy’s status was designated as either to retain, amend, or delete. The two Board members who were tasked with reviewing policies then met with each respective Vice President, and recommendations were made and then submitted to the Board for approval. All of the policies were reviewed during this time period.

Board members may submit proposals for policy development or revision to the chairperson. Proposals originating elsewhere are routed to the President for review and recommendation to the Board.³⁸⁴

Self Evaluation

The BOT operates in a manner consistent with its policies, bylaws and mandates. The decisions made by the Board demonstrate its commitment to the College and its mission. However, questions related to these issues are not included in the Board Self Evaluation Questionnaire (BSEQ) survey tool used in Board assessments. In its latest assessment, Board members were in one hundred percent agreement that the Board conducts periodic reviews of its own policies and the Board understands and fulfills its roles and responsibilities.³⁸⁵

In response to recommendation #4 of the 2006 Evaluation Report from the ACCJC team visit in March 2006, the BOT engaged in a review of Board policies. The BOT has been proactive in reviewing and amending many of its policies, some of which had not been addressed in 14 years when the Board’s Policy Manual was developed. Board members scheduled a series of Board Assessment Retreats between fall 2008 and spring 2009 specifically to review bylaws and policies with the assistance of legal counsel. The Board met its goal of reviewing all policies by fall 2009. Among the changes made during this period, the Board deleted policies relative to the GCC Foundation (Series 600). They also amended the Foundation’s role over the BOT and initiated separate Employers Identification Numbers (EIN). Although the

³⁸⁴ [Policy Review Tool](#), Approved February 15, 2008

³⁸⁵ [Fourth Board of Trustees’ Assessment Report](#), Fall 2010, p.26

Foundation Board has yet to approve some of these measures, the BOT has officially adhered to all three recommendations.

According to Policy 110, Board Policy Development and Review, members of the BOT may submit proposals for policy development or revision to the chairperson and conduct a periodic review of policies and regulations to maintain currency on a two (2) year basis. Although the last policy set review should have occurred in 2010, it was delayed due to meeting schedule conflicts among the Board members. The BOT members were sent electronic copies of all the policies in July, August, and November of 2011. At the time of this writing, plans are currently being formed to place this item on the agenda for the December 5, 2011 meeting in order to get the review cycle back on track.

Actionable Improvement Plans

None

***4B1f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

The Board approved a five-year training schedule (2009-2015), which outlines potential training, both on and off-island, and training that is required by law. Funds for these trainings come from the Non-Appropriated Funds account.

The Board adopted Policy #120 - Orientation of new Board of Trustees members. As part of the orientation process, members are given a handbook and are taken on campus tours. The handbook includes an overview of such issues as the GCC Mission Statement, trustee roles and responsibilities, code of ethics and conduct, decision-making, being an effective Board member, by-laws and other pertinent information. Included in their initial packet are the minutes from the five previous meetings. PL 14-77 mandates the staggered terms for membership. Of the current members, only two were sitting members during the last accreditation visit.

Because the Association of Community College Trustees (ACCT) provides off-island boardmanship training for members and covers such issues as ethics and how to work with a CEO, a number of Board members availed themselves of these training opportunities. Additional training was undertaken in areas related to leadership, growing support from the private sector, legislative summits, student leadership, interest-based bargaining and effective education partnerships.

Self Evaluation

The Board continues its efforts to become more effective in administering its duties and responsibilities by attending conferences, retreats and training opportunities. Members

attended sessions sponsored by ACCT; the Association of Governing Boards; GCC's Assessment, Institutional Effectiveness and Research Office and the GCC Development & Alumni Relations Office and the University of Guam. Included in these sessions are issues related to accreditation, assessment, governance, ethics and leadership.

In order to be effective, each new BOT member needs to have a basic understanding of the roles, functions, and responsibilities of trustee membership. As such, Board Policy 120 specifically addresses the orientation of new BOT members to include explanations, tours, materials, and handbooks.

Board Policy 125 – Professional Associations – directs the College to maintain membership in the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), and the Pacific Postsecondary Education Council (PPEC) and other such educational associations as the BOT may choose.

In its current membership, the BOT is a dynamic and technologically literate group. Members thoroughly read the materials given to them prior to a meeting or retreat. The Board has moved to conducting much of its business electronically in line with the College's sustainability efforts. Members also evaluate themselves using online surveys. Communication and response time have improved as a direct result of their technological literacy.

In the Board's latest assessment, one recommendation was to implement a mentorship program for new Board members where an existing Board member serves as a mentor.³⁸⁶ The group discussed this recommendation during its retreat on February 26, 2011.³⁸⁷

The BOT and the GCC Foundation Board of Governors meet jointly during their annual retreat or as needed. The group typically meets every February and discusses such issues as accreditation, assessment, review of Board policies, the College's annual giving campaign, and Guam's Career Pathway System.³⁸⁸

Actionable Improvement Plans

None

4B1g. *The governing board's Self Evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

Under Policy 306, the BOT must complete an assessment plan and report in consonance with the other constituents undergoing assessment at the College. In keeping with GCC's cycle of assessment, the BOT conducts its assessment every two years. AIER conducted a Board

³⁸⁶ [Fourth Board of Trustees' Assessment Report](#), Fall 2010, p.28.

³⁸⁷ [Joint Boards Retreat Agenda](#), February 26, 2011

³⁸⁸ [Joint Boards Retreat Agendas](#), 2006 - 2011

assessment study in spring 2008 (Third Assessment Report) and spring 2010 (Fourth Assessment Report). Its subgroup, the Foundation Board, is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness. Results of their performance are published and made available through the College's website.

The Board conducts an evaluation based on two survey instruments: Board Self Evaluation Questionnaire (BSEQ) for board members and Governing Board Assessment Questionnaire (GBAQ) for board meeting participants. Results are published and made available on the College's website. Additionally, the Board develops its assessment plan and uses TracDat to record its goals and assessment activities, with the assistance of the Board secretary.

Self Evaluation

According to the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008, Goal #2 is to establish and implement systematic assessment processes. Incorporated in that goal is a regular schedule for Board assessment retreats. These retreats have been effective in reviewing the Board of Trustees Membership Handbook, Establishment of and Duties of Standing Committees of the Board; the adoption of the Parliamentary Procedures at a Glance for the Board's official guide.³⁸⁹ Additionally, the Board reviewed the Board Self Evaluation Questionnaire (BSEQ), Governing Board Assessment Questionnaire (GBAQ), Board policies, and the Board's five-column assessment plan³⁹⁰ and its activities and timelines. The BOT approved its assessment plan that included membership education, Board assessment and review of Board policies, and addressed these areas in the retreat on December 15, 2007. The Office of Institutional Effectiveness and Research and the Academic Vice-President/Accreditation Liaison Officer made several presentations to the Board regarding assessment-related issues during this time.

In August 2009, the Board won the AIER award for best administrative group for their assessment work in 2008.

According to the Fourth Board of Trustees' Assessment Report, the Board evaluates its own performance on a regular basis. The evaluation process helps the Board enhance its performance and develops annual goals for the College. In its last assessment, three suggestions were made to improve the Board's overall functioning: convening an annual or bi-annual meeting with advisory groups, faculty, administrators; implementing a mentorship program for new Board members; and conducting periodic joint visits with the President and key government officials.³⁹¹

This assessment report shows that the Board has an improved working relationship with the CEO in comparison with their last assessment report.³⁹² Additionally, members strongly agree that meetings are conducted in a fair, efficient and business-like manner.²³ Compared

³⁸⁹ [Board of Trustees Retreat Agenda](#), July 28, 2006

³⁹⁰ [Board of Trustees Retreat Agenda](#), September 15, 2007

³⁹¹ [Fourth Board of Trustees Assessment Report, pp. 27 & 28](#)

³⁹² [Fourth Board of Trustees Assessment Report, p. 9](#)

to the third Board assessment study, improvements were made in several areas, including rotation of leadership in key Board offices; ensuring that the College keeps the community well informed of its activities, educational perspectives and plans; providing time to learn more about the important issues facing the College; and recognizing the Foundation Board as an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.

As for Board responsibilities, members moderately agreed with the nine statements related to this theme in their self assessment: 1) the Board has an agreed upon philosophy as to the distinction between policy and administration; 2) the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans; 3) the GCC Foundation Board is an effective vehicle for contribution of funds to support the College's activities, goals, plans, projects, and programs; 4) the Board allocates organizational funds for the purpose of Board member education and development; 5) the Board is well informed about educational and manpower training needs of the community; 6) the Board periodically sets aside time to learn more about important issues facing the College; 7) the Board has an established procedure to orient new members to the institution and to the duties and responsibilities; 8) and the members of the Board have sufficient knowledge of the institution and its programs and service to judge the value of new ideas and practices with reasonable confidence in their decisions. Although they also moderately agreed that the Board rotates leadership in key Board offices, the high standard deviation reveals a divergent of opinion among respondents.³⁹³

Actionable Improvement Plans

None

4B1h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

The BOT reviewed and adopted Policy 115 - "Code of Trustee Ethics and Conduct" on September 5, 2008, which recognizes that the education of students is the reason for the College's existence; all other functions must support this purpose. It is the duty of the BOT to ensure that students receive the highest quality of education in the most efficient manner possible. The Board recognizes that in the performance of their governance responsibilities, the BOT shall act in the best interests of the educational needs of the territory; promote and encourage open, mutually supportive and accountable participation of students, faculty and staff in the governance process; communicate and promote the needs of the community to the College and the needs of the College to the community; encourage and support open access to the Board while maintaining appropriate and well-defined College communication and decision-making channels; recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the Board is as a unit; that the majority decisions of the Board shall be supported even when personally opposed; and that a single Board member has no

³⁹³ [Fourth Board of Trustees Assessment Report, pp. 10 & 11](#)

authority to act on behalf of the Board unless so authorized; develop and maintain good relations with fellow Board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation; maintain consistent and vigilant oversight of the College with emphasis on instructional quality, operational efficiency and fiscal stability; promote a healthy working relationship with the President through supportive, open and honest communication and regular evaluation; delegate authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions; act honestly and openly at all times following the letter and intent of all applicable local and federal laws and keeping the confidentiality of privileged information; avoid all conflicts of interest and the appearance of conflicts of interest and not use the position as trustee for personal gain; devote time to educational and informational activities which will enhance one's personal ability to function effectively as a member of the BOT; and maintain confidentiality of all Board discussions held in closed sessions and recognize that deliberations of the Board in closed sessions are not to be released or discussed in public without the prior approval of the Board by majority vote.

As part of the Board's assessment, several questions in the Board Self Evaluation Questionnaire (BSEQ) pertain to the area of personal conduct. In accordance with PL 28-76, all Board members must attend an "Ethics in Government Program" within the first six months of their appointment and must attend a refresher course once every four years. The Ethics Workshop Certificate of Completion attached here serve as evidence of two Board members' participation in this critical piece of Board education.³⁹⁴

Self Evaluation

No changes were made to the policy (Policy 115) because it was found to be still relevant as to how Board members conduct themselves. In addition to Board policy, the issue of ethics for members of Boards within the government of Guam is addressed in Public Law 28-76 – Ethics in Government Program.

The latest BOT assessment report found that the Board consistently follows its own ethics policy.³⁹⁵ In comparison to the third Board assessment study, there is an improvement in the climate of mutual trust and support between Board members.³⁹⁶ Trustees moderately agreed that they were sensitive of the need to avoid even the appearance of conflict of interest, that they honor divergent opinions without being intimidated by them, that there was a climate of mutual trust and support between Board members, and that members are prepared to participate responsibly in Board meetings.

Actionable Improvement Plans

None

³⁹⁴[Ethics Workshop Certificate of Completion](#)

³⁹⁵[Fourth Board of Trustees' Assessment Report](#), Fall 2010, p. 26.

³⁹⁶[Fourth Board of Trustees Assessment Report](#), p. 10

4BIi. *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

The Board is aware of, involved in, and supportive of the accreditation process through review of the standards relevant to their areas of responsibilities. Board members receive training regarding the accreditation process and Commission Standards at their monthly meetings. During Board retreats, the accreditation liaison officer regularly apprises the Board of accreditation issues. The chairperson of the ISER committees updated the Board on the process and status of their reports. Other sessions with the Foundation Board of Governors and members of ACCJC were conducted.³⁹⁷ When ACCJC conducted training sessions on Guam, several trustees were also in attendance.

Because the Board must first approve all reports that are submitted to the Commission, the members are cognizant of their role in the accreditation process. Additionally, the Board Chairperson was included in the Standard 4 Extended Committee and had the opportunity to comment on the ISER at its initial draft.

Self Evaluation

In the last evaluation report from the visiting team,, the Board was found to be minimally involved in the accreditation process. The Board approved the accreditation self study report; however, its members did not seem to be well versed on the Commission Standards and were not directly involved in the development of the study other than the signing off on the document. This concern was also reflected in the 7th Annual Institutional Report and was given the appropriate attention by the College. Because it is critical that the BOT be well informed about accreditation issues, members were more actively involved in the accreditation process through presentations, training and working sessions during this accreditation cycle. Board retreats are working sessions, and it is at these times that dialogue and discussion enhance the members' understanding of and participation in accreditation issues. One Boardmanship training was also facilitated by the Executive Director of WASC. The BOT also attended a findings/report briefing on the ISER by the Standard 4 Committee.

AIER uses the Board Self Evaluation Questionnaire (BSEQ) and the Governing Board Assessment Questionnaire (GBAQ) to assess the Board. Although several questions directly relate to Accreditation Standards, none address the issue of whether the members are knowledgeable about the standards, including those that apply specifically to the Board.³⁹⁸

The Board assesses its performance with some Accreditation Standards in areas such as training, new Board orientation, evaluation and review of Board policy.³⁹⁹ The President/CEO, BOT and Foundation Board have maintained a 100 percent compliance rate since becoming a reporting unit in TracDat. These units are assessed every other year.

³⁹⁷ Board agendas: [Sept. 15, 2007](#); [April 25, 2009](#); [Sept. 12, 2009](#); [Feb. 13, 2010](#); [Feb. 26, 2011](#)

³⁹⁸ [Fourth Board of Trustees Assessment Report, Appendix A](#)

³⁹⁹ [TracDat, Board of Trustees Assessment Plan](#), AY 2007-2008

The Board's approval of the ACCJC Mid-Term Report in March 2009 indicates knowledge of the institutional reports that are due to the Commission and the recommendations that are made. Their financial commitment to the accreditation process is evident in their allocation of funds for expected and additional accreditation-related expenses. In anticipation of the next accreditation cycle, \$12,000 and \$75,000 were allocated for FY 2011 and FY 2012.

All the accreditation reports and related documents are available on MyGCC, the College's intranet system. In September 2010, of the ten BOT members, only half of them listed a GCC email address, which is needed for right of entry to MyGCC, indicating that not all members can access this information.⁴⁰⁰ Since then, all members have been given the credentials to log on.

Actionable Improvement Plans

1. 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. *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.*

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy 455 recognizes that one of the major responsibilities of the Board is the selection of the President and outlines the minimum education and experience; minimum professional qualifications; and the Presidential search process. The Presidential Search Committee for the current president was established using Board Policy 455;⁴⁰¹ the current President assumed her position in June 2007 after a careful and thoughtful Presidential search process. The Board delegates full responsibility and authority to the President to implement and administer Board policies on a day-to-day operational basis and run the College without influence from the Board as a whole or from individual Board members.⁴⁰²

The Board evaluates the President based on her success in achieving ten goals defined in her employment contract. The President documents progress toward meeting her goals each month with a written report to the BOT as well as a year-end performance report that are discussed in executive session.

⁴⁰⁰[BOT Contact Directory as of Sept. 2010](#)

⁴⁰¹[BOT Minutes](#), June 6, 2006, p. 6

⁴⁰²[BOT By-Laws](#), p. 7

Self Evaluation

In September 2006, in anticipation of hiring a new President and in response to a request from the Presidential Search Committee, the Board revised/adopted Policy 455, "Selection of President," to allow for a bigger pool of candidates through Resolution 14-2006.⁴⁰³ The policy was amended again and subsequently adopted in January 2008. As part of the search, the Board outlined ten specific goals it wanted the President to accomplish and approved the adjustment of the President's salary if her performance evaluation proved satisfactory or better.

The President provides progress reports during the Board's monthly meetings. Due to the sensitive nature of some of the issues outlined in the reports, they are not available to the public. Because she outlines her goals for the year during Convocation, it would be prudent to discuss how successful she was in achieving them.

The Board evaluates the President's performance based on the goals initially established. During her tenure, the BOT approved the extension of the current President's contract for another three years. The President's Annual Performance Evaluation for June 2009-2010 revealed an "exemplary performance review, especially in professional development, community relations, accreditation, and financial stability of GCC." This resulted in a four percent pay raise to the President, the highest percentage allowed. Also, the Board established new, updated goals for the President.

The President has been working in concert with the College Governing Council and the Faculty Senate to ensure effectiveness in the operational process of the College through planning, organizing, budgeting, and the selection and development of personnel.

The President's May 2011 Performance Appraisal Report revealed that respondents' most positively perceived the characteristics of the President are in the following areas: overseeing the College's finances and business operations in a successful manner; demonstrating knowledge of and commitment to GCC's mission; making deliberate decisions which affect the College; ensuring that the College's facilities are maintained and improved, maintaining high education standards; working well with the Board; seeking opportunities to interact with a wide range of community members; solving problems and dealing with crises; being present at and participating in campus and community activities and functions; and demonstrating a commitment to the philosophy of participatory governance. The President's least positively perceived characteristics are issues associated with communication, unification and fairness.⁴⁰⁴

During her tenure, the President has accomplished the following:

- The construction of three new buildings: the Anthony A. Leon Guerrero Allied Health Center; a LEED Gold-certified, state-of-the-art Learning Resource Center (the first LEED-designated building for the government of Guam); and a new Student Center.

⁴⁰³ BOT minutes, [May 7, 2006](#)

⁴⁰⁴ [Performance Appraisal Survey Report of the President](#), May 2011, p. i

- Increased revenues by securing \$9.2 million in ARRA funding, \$2.2 million in USDA ARRA funding, an Asia American and Native Americans Pacific Islander Serving Institutions Program grant, a \$1.28 million grant from the Guam Environmental Protection Agency/Guam Energy Office, and a \$1.5 million grant for CACGP (up from \$330,000 for its first year).
- Sustainability efforts.
- Increased student enrollment.⁴⁰⁵

In the BOT's latest assessment report, survey questions related to the Board-CEO Relations reveal a good working relationship between the Board and the President. One hundred percent of respondents strongly agreed that the Board delegates the authority the Chief Executive needs to administer the institution successfully.

Actionable Improvement Plans

1. 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.

***4B2.** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Descriptive Summary

In July 2007, the BOT selected current President Mary A.Y. Okada, who formerly served as the GCC Vice President for Business and Finance. The President continues to guide the strategic planning process overseen by the BOT, setting goals and priorities with the assistance of her management team. During her term, the ISMP was crafted to cover the period 2009-2014. This master plan contains information on the College's efforts to develop a progressive vision for growth that looks to the 21st century, but also remains grounded to GCC's past.

Since the beginning of her tenure, the President actively pursued funding sources to meet the College's needs. Her strong background in accounting serves as an advantage for GCC.

Self Evaluation

The President works collaboratively with the College Governing Council and the Faculty Senate to ensure effective leadership in the operational process of the College through planning, organizing, budgeting, and the selection and credentialed personnel. Her strong background in accounting is an advantage for the College. Her thorough knowledge of TracDat is also evident in her assessment plan.⁴⁰⁶

⁴⁰⁵ [President's Convocation Speech](#), Aug. 2010, p. 1

⁴⁰⁶ [President's Performance Appraisal Survey Report](#), June 2009, pp. 1-2

The President encourages faculty, staff and administrators to continue to perform to the best of their ability, even with the budget challenges facing the College. In the President's latest appraisal report, on the survey item of the president being "an effective leader who maintains high educational standards" the mean score was 5.22 with the mode being 6.0 yielding positive results. Further demonstrating her commitment to leadership effectiveness, as well as succession planning, the President absorbed the cost of a leadership conference sponsored by the College in June 2011.

In anticipation of the release of ARRA funding, the President positioned the College to be prepared, ensuring that proposed GCC projects were "shovel-ready." This level of planning allowed the Governor to release ARRA funds for all ten of GCC's proposed construction projects, totaling \$9 million. This funding has helped to accommodate GCC's 26 percent increase in enrollment over the past four years with additional space for classrooms, student services, library services and parking.

In the Institutional Effectiveness Survey Report (2010), results showed that the College must find ways to enhance awareness and promote more involvement among the campus community with the different processes aimed at solidifying the institution's effectiveness in carrying out its mission. As her last performance appraisal report indicated, the President is poised to meet this challenge.⁴⁰⁷

Actionable Improvement Plans

None

4B2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The President began her tenure in July 2007. She formed a management team comprised of eight administrators who keep her apprised of situations that cut across the whole spectrums of college operations. She relies on them to assist and guide her in planning and decision-making processes. Although some of the upper leadership in the College has changed, the management structure remains intact.

According to the ISMP, the assessment of administrative units (President's management team) focuses on four thematic areas: support for institutional programs, quality of service, interaction with other departments/units and planning/budgeting processes. The President's management team meets on a regular basis and addresses issues that impact the operations of the College. At these meetings, managers make reports from Academic Affairs Division, Finance and Administration, and the Office the President.

⁴⁰⁷ [Institutional Effectiveness Survey Report](#), August 2010, p. 12

Since the last team visit in 2006, the College's organizational structure changed with the retirement of the VP for Administrative Services and other key positions. On September 1, 2010, the BOT approved a new organizational chart:

The Academic Affairs Office of the Vice President houses the following:

- The School of Trades and Professional Services;
- The School of Technology and Student Services;
- Admissions and Registration;
- Assessment, Institutional Effectiveness and Research;
- Continuing Education and Workforce Development.

Finance and Administration Office of the Vice President includes:

- Business Office;
- Student Financial Aid;
- Materials Management;
- Human Resources;
- Management Information Systems;
- Environmental Health and Safety.

The Office of the President consists of:

- Development and Alumni Relations;
- Communications and Promotions;
- Planning and Development (which oversees Facilities).

Self Evaluation

The President ensures the College's administrative structure is organized and staffed in accordance with institution's mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience and job responsibilities and adequately fits their areas of responsibility.

The management reorganization in October 2010 effectively allowed the departments formerly under the purview of the Vice President of Administrative Services to be redistributed between the President's Office and the Vice President of Finance and Administration. This reorganization has enabled the College to eliminate the cost of one vice President, reduce administrative top-heaviness and streamline reporting structures.

The Assistant Director for GCC's Planning and Development Office has convened a taskforce to compile, review, and develop a measurement matrix to monitor the ISMP's implementation. The purpose of the matrix is to monitor the progress of the tasks associated with each of the four initiatives in the ISMP. The committee is composed of seven individuals representing faculty, staff, and administrators. She reports directly to the President.

Actionable Improvement Plans

None

4B2b. *The president guides institutional improvement of the teaching and learning environment by the following:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

Descriptive Summary

The President submits a report at every Board meeting and apprises members of the condition of the College's financial, educational, institutional and operational status. These reports have enabled the Board to be informed of the various aspects of the College. The President also meets with her management team weekly to address and review the status of various tasks and issues. All the committees under the participatory governance structure establish goals that are uploaded into MyGCC and are accessible to the President. At the beginning of every academic year during Convocation, she communicates institutional values, goals and direction. At least once a semester, she addresses faculty and staff about the issues facing the College during a general assembly. For two days during the spring and fall semesters, she hosts town hall meetings with students and uses this forum to address questions and concerns from students.

The President was instrumental in obtaining funding for the construction of the Allied Health Center, the LRC, and the Student Center. She aggressively pursues outside funding sources for other new buildings on campus, resources and programs. Under her leadership, the number of companies that have joined GCC's Apprenticeship Program increased from 50 to 70.⁴⁰⁸

The President is a member of the following organizations: Guam Contractors Association Trade Academy; Pacific Postsecondary Education Council (PPEC); Pacific Resources for Education and Learning; Asia Pacific Association for Fiduciary Studies; Governor's Workforce Investment Board; Civilian Military Task Force--Education and Labor Subcommittee; Andersen Civilian Advisory Council; and the American Association of University Women. Her involvement in these organizations has been instrumental in allowing her to network and hear about workforce needs in the community. She has also actively participated in accreditation visits as a team member for College of the Canyons and Cypress College, and attended accreditation training in Honolulu with the PPEC.

⁴⁰⁸ [President's Performance Appraisal Report](#), May 2011, p. 29

Self Evaluation

The President has delegated the Academic Vice President to work along with the College Governing Council and the Faculty Senate in establishing a collegial process that incorporates values, goals and priorities that are in line with the mission statement and in support of student learning outcomes. The evaluation and planning of the collegial process has been done using the institutional assessment process. Results are reported in the Faculty Senate Effectiveness Survey Report.⁴⁰⁹

The President excels in obtaining fiscal resources for the College. In its attempt to integrate assessment results with budgeting, the College continues to make progress because of the President's leadership in this area.

The Office of Assessment, Institutional Effectiveness and Research and the Vice President for Academic Affairs are responsible for ensuring that tracking the status of plans, tasks and research in TracDat is accomplished in conjunction with the College's two-year assessment cycle. Each department/division/program is held accountable and must follow through with its assessment plan. One hundred percent of the total number of courses in the spring 2011 College catalog (N=395) have course level SLOs. As for program-specific courses, 60.35% of the total number of courses with SLOs is being assessed within programs. Nearly forty-two percent (41.94%) of courses required for certificate programs have SLOs that are being assessed. These numbers indicate the culture of assessment and providing evidence that permeates the College.

The ISMP is the overarching plan guiding the college to its next point; the President and her management team have been assigned goals and tasks based on this plan. In order to effectively monitor and assess the progress of the ISMP, the President has linked her Assessment Plan in TracDat to the four initiatives: Pioneering, Educational Excellence, Community Interaction and Dedicated Planning. As uploaded in TracDat, 80-85% of reviewed documents point to the President's involvement in furthering the strategic plan in: 1) Pioneering - leveraging of public and private resources; 2) Educational Excellence – improving on GCC's reputation and performance; 3) Community Interaction – strengthening the college's visibility in the community by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region; and 4) Dedicated Planning – facilitating better integration of various stakeholders' voices for advancing the mission and vision of the college through assessment and reaccreditation. The linking of the ISMP to her Assessment Plan in TracDat greatly communicates the President's commitment to the importance and value of research, evidence, and analysis towards achieving institutional values, goals and student learning.

In February 2011, an updated matrix of the ISMP goals / tasks / activities/ timeline / status / performance measures was completed. Additionally, the Assistant Director for GCC Planning and Development Office has convened a taskforce to compile, review, and develop a measurement matrix to monitor the ISMP's implementation. This taskforce committee is comprised of seven individuals representing faculty, staff and administrators.

⁴⁰⁹ [Faculty Senate Effectiveness Survey Report](#), March 2007, p. ?

Actionable Improvement Plans

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

4B2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

GCC is mandated by PL 14-77 to be the vocational leader for secondary and postsecondary education. The President fulfills the College's mandate of providing career and technical education at these educational levels. She ensures that federal regulations in administering the Carl Perkins, WIA Adult Education, and Title V grants are followed.

The importance of adhering to policy, mandates, the GCC Board-Faculty agreement, by-laws, and directives are articulated throughout the campus. Structures are in place to guide decisions and actions at all levels.

Self Evaluation

In the President's assessment plan, she identified AUO#4 as: Continue efforts for Collaboration (Dedicated Planning) by developing a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

In the President's latest appraisal report, she was positively perceived in the following areas: overseeing the College's finances and business operations in a successful manner, demonstrating knowledge of and commitment to GCC's mission, making deliberate decisions which affect the College, ensuring that the College's facilities are maintained and improved, maintaining high educational standards, working well with Board members, seeking opportunities to interact with a wide range of community members, solving problems and dealing with crises, being present at and participating in campus and community activities and function), and demonstrating a commitment to the philosophy of participatory governance. In the same appraisal report, an area of concern was with the physical facilities. Regarding ensuring that the College's physical facilities are maintained and improved, students cited the following areas in need of improvement: restrooms (cleanliness), parking (lack of), and accessibility for the disabled. Concern over the physical facilities is often a theme during the town hall meetings as well. She has gradually addresses these concerns with the inauguration of 3 new buildings since 2009.

The College continues to be a role model for the community in its adherence to statutes, regulations, and policies. As such, it has not been the recipient of any federal inquiry about questionable costs for the numerous federal grants it administers.

In the interest of sustaining the environment, the former President worked to make GCC a betel nut and tobacco free campus (Policy 175), which has helped make the campus safer, cleaner and healthier. Under the Leadership of the new President, the new LRC is the first government of Guam building to be LEED-certified.

The President sets administrative directives related to a variety of topics that are communicated to stakeholders using MyGCC. They are:

Administrative Directive #2009_02 Tuberculosis Testing Requirements for Students & Employees
 Administrative Directive #2009_01 Payback Provision for Administrators/Staff
 Administrative Directive #2008_01 Outside Solicitation
 Administrative Directive #2007_03 Payback Provision for Administrators
 Administrative Directive #2007_02 Adjunct Work
 Administrative Directive #2006_04 Flex Time Alternative Work Schedule/Compensatory Time

Actionable Improvement Plans

None

4B2d. *The president effectively controls budget and expenditures.*

Descriptive Summary

During the 2006 team visit, the current President was serving as Vice President of the former Business and Finance department. As Vice President, she was pivotal in ensuring high financial integrity of the college. With her strong financial background, President Okada took command of the College in 2009, and to date, the Guam Public Auditor continues to acknowledge GCC as a low risk auditee.

The President monitors the budget and implements critical measures when the cash flow is tight. She ensures that the College does not spend more than what is budgeted. Each fiscal year, she oversees the budget review process and submits a budget to the BOT for their approval.

GCC continues to maintain its high financial integrity.

Self Evaluation

The Office of the Public Auditor has stated that GCC is one of the best financially managed organizations on Guam. According to the 2010 Public Auditor report, for the 10th consecutive year, GCC has had no questionable cost or findings. The report recognizes GCC as a low risk auditee.⁴¹⁰ The College's assets, however, decreased because for the last several years, it has not received its full appropriation from the local government. GCC, therefore,

⁴¹⁰ [Independent Audit Report by Deloitte & Touche, LLP, 2010 Financial Audit Reports and Financial Statements](#), p. 3

continued to struggle along with the rest of the island's economy. The President managed to keep the College fiscally solvent by identifying areas that could be reduced, streamlined, or eliminated.

The Office of the Public Auditor Report for 2008 – 2010 state that the College encountered many challenges throughout these fiscal years, including a downturn in the economy, stagnant local appropriations and record student enrollment. The College was able to maintain its fiscal accountability and manage the increased student enrollment through the economical use of available resources. Also, the increase in the maximum full-time student Pell Grant award of \$4,731 for AY09 to \$5,350 for AY10 greatly assisted students who were struggling to go back to school and helped to keep the College fiscally viable. Pell grants make up approximately 66 percent of student tuition and fee payments at the College.

The President began to look for other sources of funding and aggressively sought out grants to fulfill its mandates since she took office. Major federal funding has been acquired for the construction of new buildings on campus, upgrading programs, and obtaining equipment to enhance the teaching curriculum. Since the President came on board, the College's revenues increased from 25.7 million to 38.1 million with expenditures staying within revenue amounts. The amount of Federal Assistance increased from 4.8 million to 9.5 million.

In the latest President's Appraisal Report, she was most positively perceived in overseeing the College's finances and business operations in a successful manner. A number of respondents mentioned that the President's background and knowledge in the business and finance area is one of her greatest strengths.

The President successfully obtained the BOT' approval to implement the salary adjustment for faculty in AY2009-2010.⁴¹¹

Actionable Improvement Plans

None

***4B2e.** The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The President is a visible presence in the community. She is a regular speaker and attendee at community events and an active participant in ongoing discussions regarding the military buildup. She hosted a visit with Congresswoman Christensen, Chairwoman of the Subcommittee on Insular Affairs, in 2007. She was the guest speaker at the 4th Conference on Business Opportunities in the Islands, receiving acknowledgement from David Cohen, then Assistant Deputy Secretary of the Interior, for her accomplishments.

⁴¹¹ BOT Minutes, [September 3, 2009](#), p. 7

Since taking office, the President has consistently held "town hall" type meetings each semester with students to update them on the services and projects ongoing or being planned for at the College. Each meeting ends with a question and answer session during which the President addresses each student's concern. Consequently, at her next management team meeting, the President directs the respective managers to address these concerns.

The President is a member of several public and private community organizations. This visibility enables her to be aware of the activities of the community and to provide greater awareness of GCC and its services and programs.

Self Evaluation

In the College's continuing effort to communicate effectively with the community, the President and her team work with local government agencies and other entities to advance the College's mission and goals.

The President also holds "Meet the President" town meetings with students on a regular basis to get their feedback on campus related matters and to address their concerns. Additionally, MyGCC has been launched to communicate with the College community and all stakeholders through an online environment.

The President shared her goals with faculty at her first Convocation in August 2007 and with students during her town hall meetings in fall semester 2007 and every semester thereafter. Her reports to the BOT include a financial status update.

In the President's remarks entitled "Beyond the Buildup: Sustaining Guam's Workforce," she stressed the importance of partnerships with business representatives. As the leader in workforce development, she reiterated the need to know what jobs will be needed, what training employees will need, and the standards by which they will be judged so that the College can develop the curriculum to give the community an educated, productive workforce. She noted that in response to industry's need for more surveyors and people skilled in medium/heavy truck diesel technology, the College began to offer a certificate and associate degree program in surveying technology and a certificate program in medium/heavy truck diesel technology.

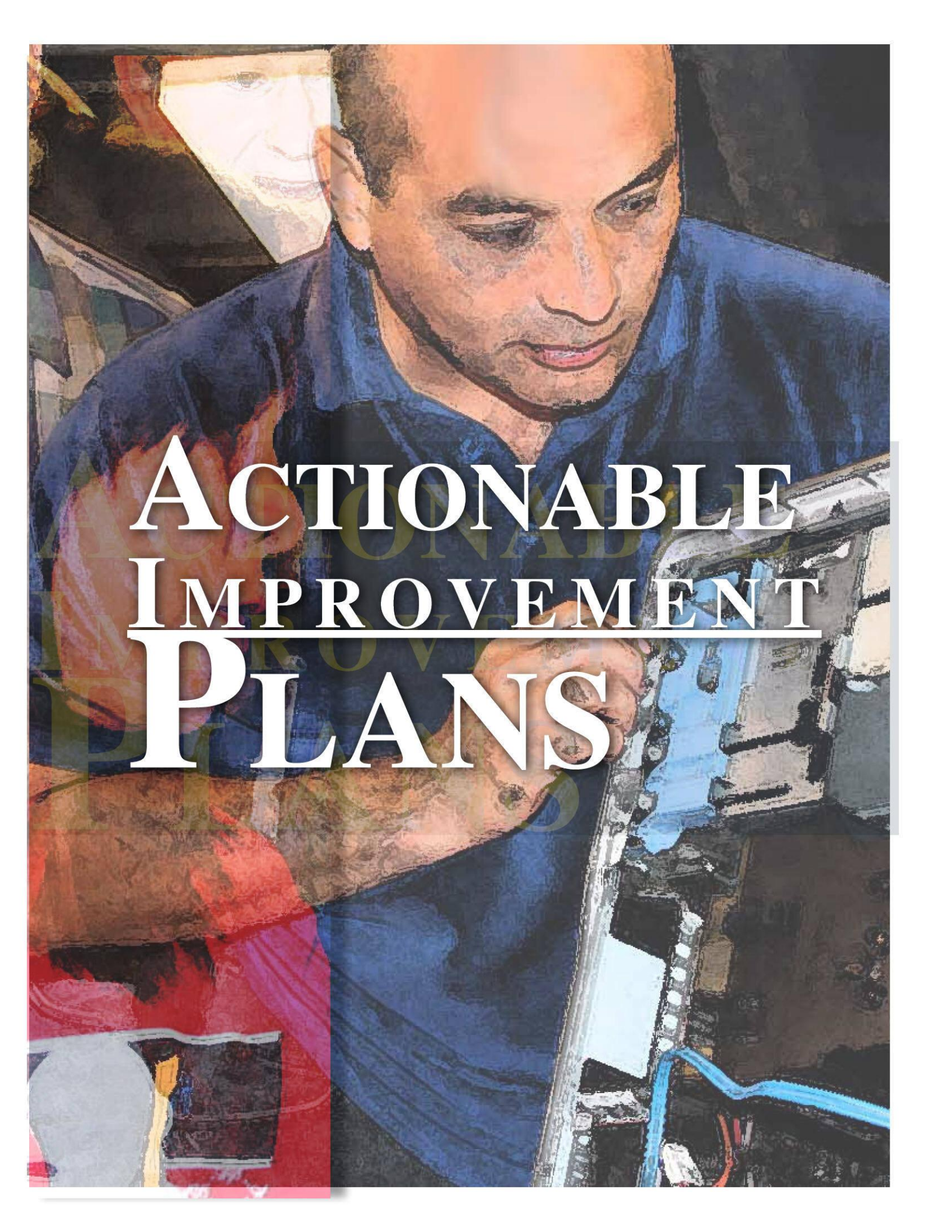
The Assistant Director of Continuing Education (CE) and Workforce Development has started to develop a standard operating procedure on establishing private industry and training relationships with individuals outside of GCC. He has also begun to represent the College in relevant business service organizations on a membership basis and has been reporting on planning opportunities gathered from his involvement with these organizations during the weekly President's management team meeting.

Actionable Improvement Plans

None

4B3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout

the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board. (THIS SECTION - NOT APPLICABLE



ACTIONABLE IMPROVEMENT PLANS

SUMMARY OF ACTIONABLE IMPROVEMENT PLANS

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.

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.

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.

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.

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.

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.

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.

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

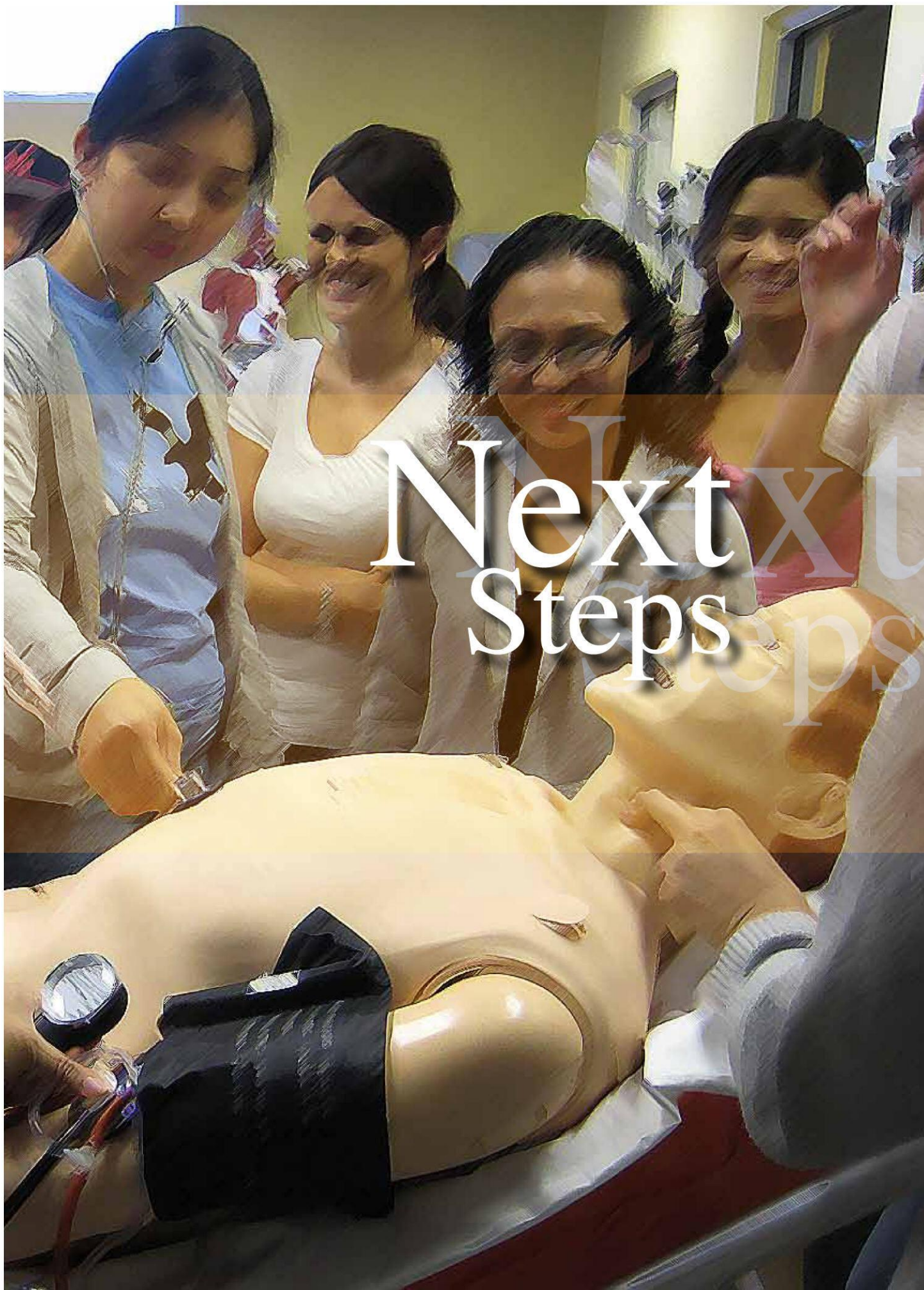
23. Include more questions relating to the Accreditation Standards in the BSEQ so that Board members gain more knowledge about how the accreditation process works.

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.



Next Steps

NEXT STEPS, as Organized by the Six ACCJC Themes

The Guam Community College Institutional Self Evaluation Report (ISER) provides a thorough analysis and evaluation of its compliance with the four ACCJC standards. The evaluation incorporates the six ACCJC themes of Dialogue, Student Learning Outcomes, Institutional Commitments, Evaluation, Planning and Improvement, Organization, and Institutional Integrity. These themes surface throughout the actionable improvement plans for each standard, serving as a guide for future institutional improvement in these specific areas. Guam Community College plans to use its actionable improvement plans to strengthen its institutional dialogue about higher education, to provide more focus on student learning outcomes, to garner more resources for its institutional commitments, to become more thorough in the areas of evaluation, planning and improvement, to provide a more solid structure to the institution's organization, and to maintain and heighten the institutional integrity at the College.

Dialogue

GCC strives for a broad-based dialogue throughout its institutional processes that includes and engages all stakeholders: students, faculty, administrators, staff, business partners, alumni, and members of the community in general, about institutional quality and improvement. The College recognizes, through its institutional self-evaluation, that several areas exist where dialogue can be improved, or fostered, for better collaboration. In order to ensure participation in reflection and exchange by as many members of the college community as is feasible, GCC plans to improve the dialogue surrounding its mission to be a leader in workforce development through means such as engaging all stakeholders in the College's continuous planning processes to promote a clear understanding of roles and expectations among constituents, and assessing how well the College has communicated information about institutional quality to the public through a community wide survey. These are two of the actionable improvement plans designed to foster more substantive dialogue with regard to the maintenance and improvement of the delivery of student programs and services. Measures such as the continued use of the IDEA rating survey of courses and the subsequent analysis and evaluation of the results of this survey as part of the annual institutional assessment report will provide the College with reliable information about programs and services that can foster dialogue regarding how well the institution is meeting student needs. Other measures that GCC plans to implement to foster more comprehensive dialogue about its overall mission are to strengthen faculty and staff training on linking program review, institutional effectiveness, and resource allocation; to report progress on the President's goals to the campus community following her annual evaluation; and to provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

Student Learning Outcomes

The College has done incredible work in identifying, informing, and evaluating SLOs. One hundred percent of the courses and degrees offered at GCC contain substantive SLOs that inform students of the knowledge they will acquire and the skills and tasks they will be able to perform upon completion of the respective course or program. These SLOs are defined in the context of the mission of each program at the College, as well as in the context of the

values of higher education as a whole. The College has outlined institutional SLOs as well. Faculty and administrators have also identified that more can be done in this area of students demonstrating what they know, understand, think, and can do, especially with regard to the evaluation of SLOs to improve learning and teaching. One of the actionable improvement plans outlined in this ISER recommends that standards be improved for grading and awarding of credit by strengthening the language in course guides and providing more in-depth training by department chairpersons with regard to these standards. The report also recommends that a process be developed by which the service learning components of courses are identified through common standards, and the use and reporting of service learning is measured as a component of the broad goals of general education. Also recommended is to increase the compliance rate of the curriculum revision process to ensure that courses and programs are not over five years old and remain current with industry standards. When new programs are developed, or when current programs are significantly modified, the report recommends that a percentage of funds be allocated for supporting additional resources in the College's new Learning Resource Center. Measures such as these will further demonstrate the College's ongoing effort to evaluate SLOs to improve learning and teaching at the institution.

Institutional Commitments

As the evidence shows in the body of the ISER, the College as a whole is committed to student learning as its primary mission. Continuous quality improvement is synonymous with the culture at the College, as evidenced by the evaluation and planning processes that include all stakeholders at various levels, including curriculum, program, and budget levels. However the faculty, administrators and staff recognize that improvement is needed to strengthen institutional commitment in several areas. For example, the College plans to increase the availability of technology training for all College constituents in order to have available the latest instructional technologies, which can lead to an expanded DE program. Also, the College plans to develop training standards with MIS personnel for new emergent technologies. These measures illustrate the College's commitment to the institution and to our students. Other actionable improvement plans that signal GCC's commitment to a culture and practice of continuous quality improvement are the bolstering of the academic advisement process and procedures for all faculty, so that they are familiar with the courses students will need to take in order to fulfill their certificate or degree requirements; and the evaluation of the safety and security of physical records at the college. The report recommends consideration, given budget constraints, of alternatives including electronic means to insure the safety of all student records. Other examples of GCC's institutional commitments are to consider advertising in Micronesia when recruiting faculty to the College, in order to address the fact that a portion of our student population is from the outer islands of Micronesia.

Evaluation, Planning, and Improvement

The theme of Evaluation, Planning, and Improvement has been an ongoing theme on the College campus since it institutionalized assessment in 2001. The College excels at identifying areas of need based on data and using that data to drive improvement. Examples of this are its annual GCC Fact Book, which highlights in numbers the successes and challenges that the College faces regarding enrollment (overall and by individual program),

retention, programs, staffing, and funding, and its Annual Institutional Assessment Report, both of which can be found on the GCC public web site, along with all other reports generated by the College. The entire College community is aware of the importance of the evaluation, planning, and improvement process as an important component of accreditation. This is due to the various committees on which faculty and administrators sit, and through information sessions held for administration, staff, and faculty at least once a semester to update them on the assessment and accreditation processes and the important roles they play within the process. The various College committees take their assessment roles seriously, and evaluation is conducted on a rigorous and continuous basis in order to not only maintain accreditation, but to insure that at all times, students are provided with quality education. For example, the faculty is encouraged to become part of the curriculum review process. The curriculum review process improves the incorporation of SLOs into the curriculum, and the faculty evaluation process contains a component that identifies whether a particular faculty member has become involved in curriculum review. It is this type of overlapping organization – faculty involvement (dialogue) in curriculum review involving SLOs and faculty evaluation (evaluation, planning, and improvement) (SLOs) - including several theme areas that the College strives for in its institutional process. Examples of areas that the ISER identified as needing actionable improvement plans are (as also mentioned in the Dialogue section) the formal assessment of how well the College has communicated information about institutional quality to the public. Also recommended are the examination of how survey findings have been used to implement a more efficient delivery of student programs and services, and the budgeting of additional resources for the LRC from within program budgets. Many of the items identified in this theme category are dependent on funding, which, as is the case with many community colleges around the nation, remains a constant challenge. Through creative means, donations from the public, and successful grant applications, GCC has been able to not only survive, but to thrive, despite these budget challenges. Adopting this proactive attitude institution-wide has allowed the College to propose actionable improvement plans that, although some may take several years to implement due to budget constraints, will gradually be implemented despite scarce resources.

Organization

The College strives to maintain adequate staff, resources, and organizational, communication and decision-making structures to produce and support student learning. Additionally the College has in place, through its Faculty Senate and its various curriculum, technology, and assessment committees, the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements where needed in order to maintain academic and institutional quality. In addition, the College's management team meets with the Faculty Senate leaders once per semester in a joint leadership meeting to discuss the budget and other critical issues, and ways in which the college can address these issues given budget and other constraints or challenges.

As with the previous themes, the Self Evaluation Report identifies areas where actionable improvement plans would strengthen the College's organizational structure. One of those areas is the development of a process for the systematic evaluation of non-credit courses, workshops, and training programs. Such a system would provide the feedback necessary to

insure that these educational avenues are providing needed information and training for constituents. Another area of improvement identified is the provision of training to faculty and staff on ways in which to link program review, institutional effectiveness, and resource allocation (also mentioned in the Dialogue theme). Also, the College needs to review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process at the College, and re-evaluate the College's contract instrument to see if it can be strengthened and improved.

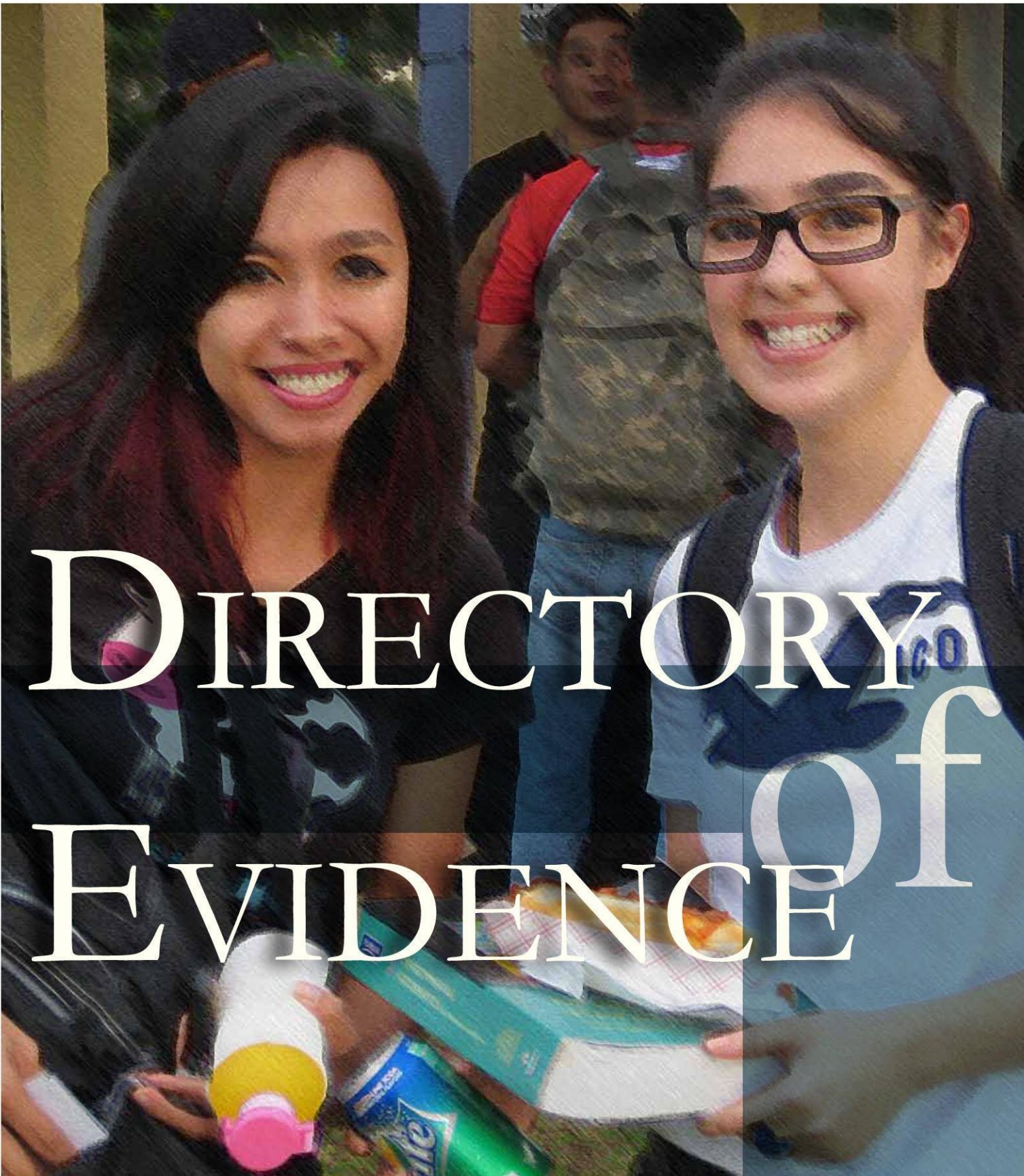
Institutional Integrity

GCC prides itself on maintaining a high level of institutional integrity, transparency, clarity, honesty and truthfulness as it fulfills its mission to educate and train the workforce on Guam and in the region. These characteristics are demonstrated throughout the ISER and regularly across the campus as evidenced in the numerous artifacts available for review. With regard for equity and issues of diversity, Guam is considered a "melting pot" of cultures from Asia and the Pacific, and the diversity of GCC's student population is reflected on paper in graph form each year in the Fact Book, which is available on the web site. The College also promotes the diversity of its students during the spring and fall student festivals, with its "Tour of the Pacific" booth decorating contest and display. This event encourages student groups to celebrate the uniqueness of their different island cultures, and fosters better understanding of different cultures within the College community. With regard to actionable improvement plans, GCC intends to consider the factor of Micronesian diversity when recruiting faculty. GCC strives to uphold the integrity of its policies and procedures, and specifically plans to schedule a periodic review of the Code of Ethics policy for all GCC constituents, including the Board of Directors, to assess currency of the policy and any needed revisions. With regard to the clarity, understandability, accessibility and appropriateness of publications, all of GCC's publications are available on the public web site for review, including the College newsletter Chachalani, the annual reports, fact books, assessment reports, and audit documents. One specific actionable improvement plan that highlights institutional integrity is (as mentioned in other themes) the recommendation of a formal assessment of how well the College has communicated information about institutional quality to the public. Because, this plan requires budgeting, it will be implemented when the College has the funds available to conduct a formal survey measuring public opinion of its perceived image and reputation.

The College prides itself on upholding the academic freedom of its faculty, as evidenced by the fact that no actionable improvement plans developed during the thorough assessment process highlight marked deficiencies in this area. One AIP calls for the establishment of formal policies that address faculty accountability for committee work associated with release time when faculty members do not live up to their required responsibilities. As to integrity with regard to determination of grades and credits, the only actionable improvement plan that addresses this issue is to provide a standard for grading and awarding of credit by strengthening language in the course guide. The federal definition of credit hour guides and directs this ongoing campus discussion.

Conclusion

In closing, it is important to note that many of the actionable improvement plans being undertaken by the College fall under more than one ACCJC theme. For example, the plan to schedule periodic review of the Code of Ethics Policy for all GCC constituents, including the Board of Trustees, is not only a testament to the institutional integrity of the Guam Community College, but it also fosters increased dialogue among everyone involved in the institution, and is representative of the College's institutional commitment. GCC administrators, faculty, and staff realize the importance of having in place mechanisms to promote dialogue, evaluation, planning, and overall improvement, and that institutional integrity is something to be protected at all times. The proposed Actionable Improvement Plans outlined in this Institutional Self Evaluation Report provide a guide for future institutional improvement that GCC believes will keep the College successful in its mission and to remain fully accredited with the ACCJC.



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of
EVIDENCE

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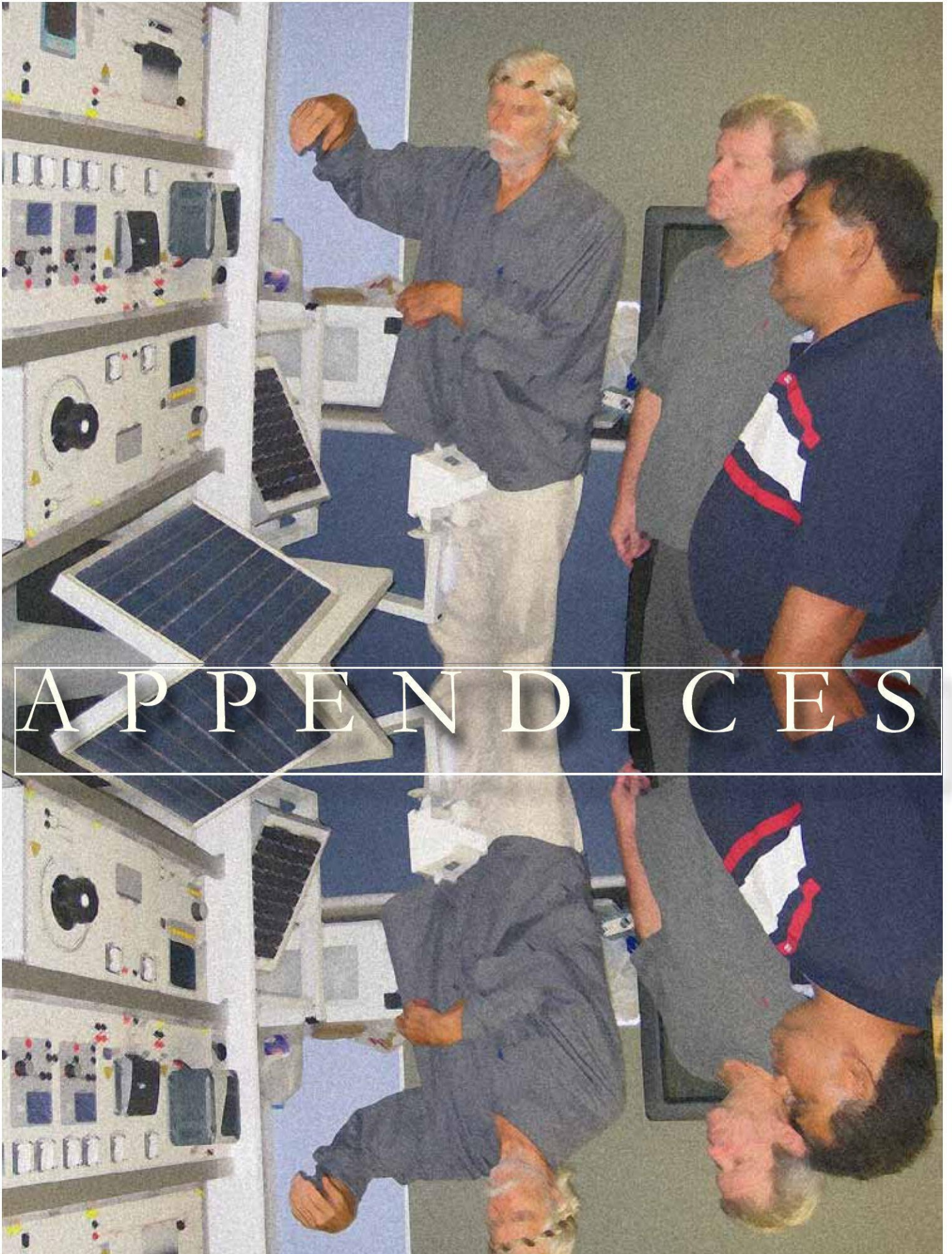
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GUAM COMMUNITY COLLEGE MISSION STATEMENT

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.

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