



Midterm Report

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

Standard I

Institutional Mission and Effectiveness

Standard II

Student Learning Programs and Services

Standard III

Resources

Standard IV

Leadership and Governance



MIDTERM REPORT CERTIFICATION

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

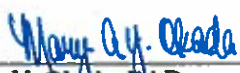
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We certify that there was broad participation by the campus community in the development of this report and we believe the report accurately reflects the nature and substance of this institution.

Signatures:



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Chairperson, Board of Trustees
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Date



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**Guam Community College
Midterm Report March 2015**

TABLE OF CONTENTS

Midterm Report 2013 Certification Page.....	<i>i</i>
Table of Contents.....	<i>ii</i>
Statement of Report Preparation.....	<i>v</i>
 Response to Team Recommendations and the Commission Action Letter	
Response to Recommendation 1.....	1
Response to Recommendation 2.....	2
Response to Recommendation 3.....	3
Response to Recommendation 4.....	4
 Response to Self-Identified Actionable Improvement Plans (formerly Planning Agenda Items)	
Status of 2012 Self-Identified Actionable Improvement Plans	
Response to 1B2.....	6
Response to 1B5.....	7
Response to 1B6.....	7
Response to 2A1.....	8
Response to 2A2.....	9
Response to 2A2c.....	9
Response to 2A2h.....	10
Response to 2A3c.....	10
Response to 2B3c.....	11
Response to 2B3f.....	11
Response to 2B4.....	12
Response to 2C1a.....	14
Response to 2C2.....	15
Response to 3A1b.....	16
Response to 3A1d.....	17
Response to 3A3b.....	18
Response to 3A4b.....	18
Response to 3C1.....	19
Response to 3C1b.....	20
Response to 3D2f.....	21
Response to 4A2.....	22
Response to 4A5.....	23
Response to 4B1i.....	24
Response to 4B1j.....	24
Response to 4B2b.....	25
 Summary of Actionable Improvement Plans	27
 Appendices/Directory of Evidence	30

1. Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD
2. CEWD Specific Course Approval Form; CEWD CEU NC Course Approval Form
3. Office of Continuing Education and Workforce Development (CEWD) Plan for Assessment Memo (Approved)
4. Office of Continuing Education and Workforce Development Assessment Report - Spring 2013
5. Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD
6. BOT Policy 340-Distance Education
7. GCC DE Market Assessment and Needs Analysis draft
8. GCC DE Capabilities Assessment draft
9. GCC DE Market Assessment and Needs Analysis final, GCC DE Capabilities Assessment final
10. GCC DE Standard Operating Procedures final, 5-year DE Strategic Plan final
11. MIS Budget Status Report-Spring 2014
12. MIS Email Communication on Funding, September 30, 2013
13. AVP Memo to Faculty Senate-Year End Reports and Evidence, October 30, 2013
14. Participatory Governance Structure Handbook
15. Thanksgiving 2013 Assembly ISMP Close the Loop
16. Fall 2013 College Assembly Meeting Notes
17. ISMP 2014-2020
18. GCC BOT Mission Statement Policy 100
19. New faculty evaluation rubric announcement, February 19, 2013.
20. TracDat workshop announcement, November 19, 2013
21. GCC Fact Book AY 2013-2014
22. GCC Website
23. ISMP 2014-2020
24. Institutional Priorities for AY 2013-2014
25. GCC BOT Mission Statement Policy 100
26. Institutional Priorities for AY2013-2014 Professional Development
27. BOT Policy 306
28. GCC Fiscal Year 2014 Budget Request
29. MyGCC Announcement for feedback on ISMP- 2014-2020
30. GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12
31. Evaluation Rubric – Department Chairs
32. Evaluation Rubric – Instructional Faculty
33. To read the full narrative response to this actionable improvement plan and Team Recommendation 1, please refer back to page 1 of this document.
34. Curriculum Manual 2013
35. Credits, Grades, and Examinations
36. Memo on GenEd Committee-Fall 2013
37. Dedicated Scanner for Record Archives
38. Email from G. Hartz, LOC Chair, December 2012
39. Curriculum Manual 2014
40. GCC HR Administrative Directive 95-001-Performance Evaluation, GCC Employees
41. Staff/Administrator Professional Development Day, Fall 2013
42. MyGCC Personnel Actions on New Pay Plan, Fall 2014
43. MyGCC Announcement, BOT Policy Review 100 Series, Spring 2014
44. BOT Meeting Minutes, July 24, 2014
45. HR Email Communication, Update on Scanning of Employee Files, December 5, 2014
46. Email to PPEC
47. GCC Public Website-Job Announcements Print Screen, December 10, 2014

48. MIS Email Communication on Funding, September 30, 2013
49. MIS Training Plans, Provided by Francisco Camacho, MIS Administrator, December 2014
50. Institutional Priorities for Professional Development, 2014-2015
51. MyGCC Announcement, Staff/Administrator Development Program Application Period, Fall 2014
52. Memo on Development of a Comprehensive Professional Development Plan for Faculty, August 29, 2014
53. GCC DE Market Assessment and Needs Analysis final
54. GCC DE Capabilities Assessment final
55. 5-year DE Strategic Plan final
56. GCC DE Standard Operating Procedures final
57. GCC Faculty Online Teaching Survey Results
58. Distance Learning Student Readiness Survey Results
59. GCC PDF Newsletter, Chachalani, March 2014
60. GCC Contract for Foundation Building, GCCFB11003
61. Materials Management Assessment Plan, 2013-2015
62. Email Communication from Finance and Administration on Contracts, May 15, 2014
63. GCC Sample Bid Specifications
64. BOT Policy 232-Contractual Agreements
65. Email Communication from Finance on Contract Thresholds, May 15, 2014
66. Foundation Building Renovation, Checklist Reviews Example for Projects 500,000 and Over
67. GCC Public Website-Bids Print screen, May 15, 2014
68. Agreement between GCC Faculty Union Local 6476 FT/AFL-CIO and the GCC BOT, 2010-2016
69. CCA Assessment Compliance Matrix, AY 2013-2014
70. AVP Memo to Staff Senate-Year End Reports and Evidence, November 15, 2013; AVP Memo to COPSA-Year End Reports and Evidence, November 15, 2013
71. Staff Senate Year End Report, 2014
72. COPSA Year End Report, 2014
73. Institutional Effectiveness Survey Report, 2010
74. 5th Board of Trustees Assessment Report
75. Board of Trustees minutes dated September 4, 2014
76. TracDat Unit Assessment Report – Four Column Office of the President dated March 20, 2014
77. BOT Meeting Minutes, January 10, 2014
78. ISMP Presentation, November 22, 2013

Statement of Report Preparation

This midterm report addresses all the visiting Team's recommendations from the March 2012 Accreditation Site Visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report (ISER).

The Accreditation Standard Committees, which fall under GCC's Faculty Senate, along with the Accreditation Liaison Officer (ALO) and the office of Assessment Institutional Effectiveness and Research (AIER) staff, were extensively involved in the development of the report. In addition, many faculty, staff, and administrators contributed to the report preparation by providing meaningful input and data needed to strengthen the report.

The report development preparation began in fall 2012 soon after the accreditation team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (standards 1, 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process, and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Mid-Term Report Strategic Plan was created to specify action steps on the report building process - i.e., person(s) responsible for the specific action or task and the time frame the action/task must be completed. The strategic plan included due dates of report drafts, comment periods on the draft report, Board of Trustees (BOT) approval of the report, and the established date of the report submission to ACCJC.

The midterm report was finalized in the fall 2014 semester and was sent to the Board of Trustees (BOT) for feedback and comments in December 2014. The BOT members approved the midterm report at their February 6 meeting. The report was finally transmitted to ACCJC in February 2015.



Dr. Mary A. V. Okada, President
Guam Community College

Response to Team Recommendations

Team Recommendation 1: In order to improve, the team recommends that the College develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness, in alignment with the assessment process that is in place for credit courses. (II.A.2)

The College has integrated a process for systemically evaluating non-credit courses, workshops and training sessions for effectiveness in the College's assessment system. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation process that was approved by the Academic Vice President. The plan was designed as part of the assessment process of the CE&WD office where data is provided and can be extracted from their spring 2013 report. On November 2013, a follow up memo¹ was sent to all departments advising that continuing education units (CEUs) or non-credit courses initiated by departments must be assessed similar to the method in which credit courses assess student learning outcomes (SLOs). The assessment and evaluation of workshops and training sessions are done through surveys and the results are reflected in the respective department's assessment report. The process of uploading survey results onto the department's assessment report aligns with the institutional assessment system.

Courses for credit that are not part of a program are also processed through the Office of Continuing Education and Workforce Development. There is a separate, but similar course guide template for these courses.² Approval of the LOC is not needed for non-credited courses run only through Continuing Education. A syllabus is required with specific student learning outcomes for non-credited courses. For other courses, workshops and training programs, such as those for continuing education units, CEU course guides are required and these offerings are still processed through Continuing Education, with the academic vice president providing the final review and approval. When the final versions of the CEU and noncredit curriculum documents have been approved, the course is added to the CE&WD catalog and may be scheduled. A copy of the official curriculum document is kept on file in the Academic Vice President's office. CE&WD and AIER are currently reviewing the CE&WD catalog of approved CEU and noncredit curriculum documents to determine compliance with categories, curriculum updates, and improvements required. A copy of the official CEU and noncredit course curriculum document is kept on file in the Academic Vice President's office, CE&WD, and with the respective program and/or department offering the course or training.

Evaluation of courses, workshops, and training programs are conducted when the course or program is near completion. This feedback assists the faculty and departments in making improvements for future offerings. The Office of Continuing Education and Workforce Development (CE&WD) plan for the systematic evaluation of non-credit courses, workshops, and training sessions approved in August 2012 by the Academic Vice-President³ was incorporated as part of the assessment of the CE & WD office. Their assessment report for spring 2013 provided data on the plan.⁴

¹ [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD](#)

² [CEWD Specific Course Approval Form; CEWD CEU NC Course Approval Form](#)

³ [Office of Continuing Education and Workforce Development \(CEWD\) Plan for Assessment Memo \(Approved\)](#)

⁴ [Office of Continuing Education and Workforce Development Assessment Report - Spring 2013](#)

In October 2013, a memo was sent to all departments that the CEU or non-credit courses initiated by departments must be assessed by the initiating department through their Group D department courses assessment unit.⁵ Similar to credit courses, effective spring 2014, the departments would select the Student Learning Outcomes (SLOs) to be assessed and input the results into TracDat.

As of March 2014, the monitoring of assessment of CEU and non-credit courses, trainings, workshops, and other events offered through CE&WD is incorporated into the regular operations and cycle of assessment. The assessment of noncredit courses, workshops and training sessions are done through evaluation surveys. The evidence that this process is being incorporated into the regular operations of the CE&WD is reflected in the department's assessment report. The process of uploading survey results onto the department's assessment report aligns with the institutional assessment system as a result of a concerted effort between CE&WD and the AIER Office. Evidence on this process will continue to be strengthened and increased as CE&WD works with stakeholders to establish a routine process of assessment for CEU and noncredit courses, training, workshops and other events offered through the various departments. The 14th Annual Institutional Assessment Report will contain the summary of the assessment work completed for 2013-2014.

Status: Ongoing

Team Recommendation 2: In order to improve, the team recommends that the College develop a plan for distance education, including continuing education offered through distance education, and implement appropriate support services and procedures to deliver instruction online. (I.A.1, I.B.4, I.B.5, I.B.6, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II.B.3.a, II.C.1.c, III.C.)

GCC's distance education program offering began on a modest scale. Funded by a CTE grant, the College's initial form of a distance education program began in academic year 2009-2010 and was limited in its offerings. In AY09-10, a subcommittee of the Learning Outcomes Committee developed a Distance Education Policy⁶ for course delivery through online or hybrid modalities. Students, 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 Governance Committee (CGC), and the President. The GCC Board of Trustees approved the policy in July 2010. 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.

During the 2012 accreditation visit, the visiting Team recommended that GCC develop a plan for offering distance education programs. In light of the recommendation, GCC pursued a "ground up" approach to developing a comprehensive distance education plan that would outline the educational programs and services that would be offered via distance education. The ground up approach for developing the plan came in the form of a strategic plan with the goals and objectives that would align with both the College's mission and also align with the goals and objectives of the College's Institutional Strategic Master Plan (ISMP). In addition to developing the comprehensive plan, the College found that a Standard Operating Procedure (SOP) and needs assessment for DE must also be developed and performed in order to determine the scope and size of the design and the development of the DE programs and the action steps needed to effectively implement the goals and objectives. Considering the enormous task involved in performing the needs assessment for DE, and developing the DE strategic plan and standard operating procedures, the College decided to solicit the services of a professional consulting group to perform these tasks.

⁵ [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD](#)

⁶ [BOT Policy 340-Distance Education](#)

In the beginning of spring 2014, the Division of Finance and Administration announced that the Distance Education strategic plan development bid had been awarded to Ellucian. Shortly thereafter between February 10-14, 2014, representatives from Ellucian met with the administrators, faculty, and staff of Guam Community College to gather information and input in developing the needs assessment tool and determining the college's capability of offering distance education, and writing the strategic plan and the standard operating procedure associated with it. On March 18, 2014, Ellucian submitted two assessment reports, *GCC Market Assessment and Needs Analysis*⁷ and *GCC Capabilities Assessment*⁸. GCC administrators, faculty, and staff reviewed the reports and provided feedback. A final meeting was held on May 7, 2014 regarding the Draft Strategic Plan and Standard Operating Procedures. A week after the final meeting, the reports were finalized.⁹ On May 13, 2014, the *Distance Education Standard Operating Procedures* and *Strategic Plan* were finalized.¹⁰

Since the Distance Education Strategic Plan and Operating Procedures have been completed, the College's next step is to identify departments that are going to participate in the distance education pilot program. In light of selecting the departments, it was decided that faculty who have already conducted online courses through GCC's current distance education policy would be asked if they would be interested in participating with the pilot. The pilot project is scheduled for implementation in fall 2015. Currently, the College is identifying training as well as Moodle server sites, and securing demos for review.

Status: Ongoing

Team Recommendation 3: In order to improve, the team recommends that the College review its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implement its technology plan. (I.A.1, I.B.1, II.A.1.a, II.A.1.b, II.A.1.c, I.B.3, II.C.1.b, II.C.1.c, II.A.1.c, III.C.1.a, III.C.1.b)

Guam Community College is cognizant of the fact that a strong and efficient Management Information System (MIS) is the backbone of any institution and is the key to the success of carrying out the institution's mission. With the critical role that the MIS area plays in an organization, the College ensures that allocating funds to the MIS area are sufficient for providing training, maintenance, and software and other technological assistance support that would foster operational efficiency and student success. The work performed by MIS is crucial to the effectiveness of GCC's operational and educational mandates. Providing MIS with adequate resources will enable the College to acquire the infrastructure necessary to respond to the needs of a 21st century learning institution that prepares and equips students with the skills needed to compete in the global job market.

Resource allocation to GCC's MIS department comes in several different funding streams:¹¹ the general fund, which is the annual budget request for the College's operational expenses; non-appropriated funds (NAF), derived from student tuition and fees; the tourist attraction fund (TAF), in which the revenues are derived from the hotel occupancy tax and a portion of those revenues generated used to fund governmental operations; and the title III federal grant. As a result of these funding streams, GCC's MIS department was allocated \$1.39 million dollars in FY2012-2013 for its operational expenses with the majority of the funding coming from three funding streams: the general fund (\$574,051.64); NAF tuition and fees (\$434,692.53); and the Title III NAF Special Projects (\$342,000.00). The TAF funding stream (\$39,373.50) made up the rest of

⁷ [GCC DE Market Assessment and Needs Analysis draft](#)

⁸ [GCC DE Capabilities Assessment draft](#)

⁹ [GCC DE Market Assessment and Needs Analysis final, GCC DE Capabilities Assessment final](#)

¹⁰ [GCC DE Standard Operating Procedures final, 5-year DE Strategic Plan final](#)

¹¹ [MIS Budget Status Report-Spring 2014](#)

the \$1.39 million funding that was allocated to MIS. These funding allocations were used for both maintenance and upgrades of the College's technology needs.¹²

The technology fees along with other funding sources continue to support and upgrade components that are detailed in the College's Technology Plan. Additionally, the technology fees and the Title III Grant have provided the funding needed for addressing many infrastructure and equipment needs, such as new and upgraded buildings fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc. GCC's MIS financial resources are also utilized to provide training to the MIS staff responsible for maintaining, updating, and troubleshooting GCC's technology equipment in the numerous classrooms, computer labs, and offices at the main campus in Mangilao and at the six (6) Guam public high schools where GCC's career and technical education programs are offered.

Status: Closed

Team Recommendation 4: In order to improve the effectiveness of participatory governance, the team recommends that the College evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the college should create and implement a corresponding formal structure for staff input and participation. The College should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)

The College relies heavily on the data and evidence that are available to support efforts to improve institutional effectiveness. Documenting the progress in meeting the standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC) is also an important piece of evidence in the College's continuing effort to improve institutional effectiveness. The College strongly believes that institutional effectiveness is achieved through the collective participation of all college stakeholders in the institution's planning and decision-making processes.

The College's participatory governance structure provides the means for broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services that improve institutional effectiveness. The dialogue through conversations, recommendations, and committee work from members within each governance body in the College's participatory governance structure demonstrates GCC's commitment to excellence, teamwork and student success. The documentation, recording and reporting of committee work is essential to preserving the integrity and spirit of participatory governance. Uploading committee work, agendas, minutes, membership, and bylaws onto the College's 'MyGCC' committee pages provides the College with the evidence needed for each committee to develop a narrative evaluation report, comprehensively evaluating existing governance policies and practices. Further, this information is maintained in a central data repository, overseen by the Office of Assessment, Institutional Effectiveness, and Research (AIER).

In an effort to comprehensively evaluate the effectiveness of the College's participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President requires all participatory governance entities to submit a report (in narrative form) evaluating the effectiveness of their particular governance unit. These reports, due at the end of each academic year, discusses the progress made in achieving committee goals and provides summaries on meeting attendance and committee accountability. The

¹² [MIS Email Communication on Funding, September 30, 2013](#)

reports also offer recommendations for the following academic year, and an analysis of the overall effectiveness of their governance unit.¹³

The College has addressed the visiting Team's recommendation of having total representation in the College planning and decision making processes. In light of this recommendation, a formal governance structure for staff was created on May 25, 2012, called the Staff Senate. The creation of the staff governance structure now brings complete representation and voice in the College's planning and decision-making processes for all college constituents. Each participative governance entity is now represented in the College's key decision-making committees such as the College Governing Council, Resource, Planning, and Facilities Committee, and the College Technology Committee.

GCC fully supports and maintains its commitment to governance, knowing that success in serving students is contingent upon the College's ability to be responsive to everyone the institution employs and serves. Over the years, GCC's participatory governance structure has grown, matured, and continuously improved. A major milestone in the continuing effort to improve the participatory governance structure is the creation of the "Participatory Governance Structure Handbook." The handbook describes and codifies the processes in place at the college. The development of the Participatory Governance Structure Handbook represents the collaborative efforts of stakeholders throughout Guam Community College such as the Faculty Senate, Staff Senate, Council on Postsecondary Student Affairs (COPSA), Academic Vice President for Academic Affairs, and the College's Management Team. One of the handbook's paramount ideas is that "governance is a fluid process and procedures exist for committees to form, remove, or revamp committees to continually adjust to the governance-related needs of stakeholders."¹⁴ For Spring 2015, plans are in the works to have an informational meeting with all interested stakeholders to share and discuss the participatory governance process.

Status: Closed

¹³ [AVP Memo to Faculty Senate-Year End Reports and Evidence, October 30, 2013](#)

¹⁴ [Participatory Governance Structure Handbook](#)

Guam Community College Response to Actionable Improvement Plans from the 2012 Self Evaluation Report

Standard 1. Institutional Mission and Effectiveness

1B2 Engage all stakeholders in the College's continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.

GCC is committed to engaging and involving all stakeholders in the College's continuous planning process. During a college assembly on November 22, 2013, Dr. Mary Okada discussed how GCC met the goals stated in the 2009-2014 College's Institutional Strategic Master Plan (ISMP). She also presented the 2014-2020 ISMP.¹⁵ The 2014-2020 ISMP was adopted in January 2014. The 2014-2020 ISMP incorporated all inputs that were obtained during previous internal and external meetings and interactions with stakeholders.¹⁶ The ISMP outlines GCC's values, goals and action plans for continuous quality in providing educational programs and services. Highlights of the 2014-2020 ISMP includes upgrading the physical campus to accommodate an increasing student population, incorporating student-centered learning models into the curriculum, optimizing the processes of resource allocation, and increasing the retention and completion rates of students.¹⁷

During the spring of 2013, the Vice President for Academic Affairs and the Office of Assessment, Institutional Effectiveness & Research (AIER) participated in the various committee meetings and campus events to gather feedback on the College's mission statement and big picture goals. Meaningful discussions and recommendations were noted and a final feedback period was conducted in the fall of 2013. On January 10, 2014, GCC's mission statement was amended and officially adopted by the Board of Trustees, including its Chamorro translation.¹⁸

In spring semester 2013, a new faculty evaluation rubric was adopted by the Job Specification/Evaluation Committee¹⁹ and was implemented in the 2013-2014 academic year. This committee is comprised of faculty and administrators. This rubric defined the updated changes in job specifications, expectations and roles for faculty members. For example, faculty's participation and completion of assessment tasks were made part of the annual faculty performance evaluation, a component in the rubric. The addition of this component is vital to GCC's mission, goals, and objectives. Faculty, who are actively engaged with the institutional assessment plans, are more likely to reflect, analyze, and improve courses, programs, and student services. The addition of this component ensures that GCC continues to provide the highest quality, student-centered education and job training in this region.

Since the institutional assessment system plays a large role in gauging institutional effectiveness, assessment training and assistance continues to be conducted by AIER to assist faculty, staff and administrators with using TracDat software in the assessment process. In addition, AIER continues to provide department or individual training sessions upon request.²⁰

Another approach that the College has taken to engage all stakeholders in the continuous planning is through the participatory governance process. The College Governing Council or CGC, has representatives from all college stakeholders: faculty, staff, administrators and students. In fall 2012, the Vice President for Finance

¹⁵ [Thanksgiving 2013 Assembly ISMP Close the Loop](#)

¹⁶ [Fall 2013 College Assembly Meeting Notes](#)

¹⁷ [ISMP 2014-2020](#)

¹⁸ [GCC BOT Mission Statement Policy 100](#)

¹⁹ [New faculty evaluation rubric announcement, February 19, 2013](#)

²⁰ [TracDat workshop announcement, November 19, 2013](#)

reported on the College's building construction progress and distributed the FY 2013 CIP plan for review. Since all of the campus stakeholders had representatives at this meeting, all constituents were kept apprised of the college's continuous planning process of events and activities of the College. In spring 2013, the committee voted to approve the 2013 CIP plan. The CIP plan included renovations, replacement of air conditioning, maintenance for classrooms, and an updated security system.

Through a series of College assemblies conducted to communicate with the campus community, committee meetings attended with the various participatory governance committees, and training sessions conducted on the institutional assessment system, GCC has demonstrated that all stakeholders understand their roles and expectations in the College and are well-represented in the College's planning and decision-making processes.

Status: Closed

1B5 Assess how well the College has communicated information about institutional quality to the public through a community wide survey.

There are several ways in which the College communicates information about institutional quality to its stakeholders and the public.²¹ One of the channels is the College's website, which provides access to the public as well as to students, faculty, staff, and administrators, general information about the college. The website provides access to documents and reports such as the Board of Trustees Assessment Report, the Foundation Board of Governors Assessment Report, and the College's Institutional Strategic Master Plan (ISMP).²²

GCC website analytics recorded a 4.67% increase in the number of sessions from the period of Nov. 2013 - Dec. 2014 (600,360 sessions) vs. Nov. 2012 - Dec. 2013 (573,587 sessions), and a 2.56% increase in page views, with 1,172,273 from Nov. 2013 - Dec. 2014 as compared to 1,143,060 from Nov. 2012 - Dec. 2013.

Through GCC's partnership with the private sector, industry advisory committees or councils are in place to provide information to programs about industry needs.²³ Through the results from needs assessments and assistance from advisory committees or councils, GCC is able to incorporate workforce and employer expectations into the curriculum.²⁴ This continuous and ongoing process communicates institutional quality to employers in the community and is directly linked to GCC's mission statement which reads: "Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia".²⁵

Status: Closed

1B6 Strengthen training of faculty and staff on linking program review, institutional effectiveness and resource allocation.

GCC is committed to strengthening the training of faculty and staff on linking program review, institutional effectiveness and resource allocation.²⁶ GCC's investment in training is geared towards fully involving stakeholders in the provision of high-quality educational programs and services that are aligned with the

²¹ [GCC Fact Book AY 2013-2014](#)

²² [GCC Website](#)

²³ [ISMP 2014-2020](#)

²⁴ [Institutional Priorities for AY 2013-2014](#)

²⁵ [GCC BOT Mission Statement Policy 100](#)

²⁶ [Institutional Priorities for AY2013-2014 Professional Development](#)

institution's mission and conducted in the most cost-effective manner. In light of this philosophy, GCC has instituted a set of professional development priorities that are divided into two sections: organizational priorities and academic priorities. GCC's organizational priorities are to diversify funding sources and implement financial stabilization strategies. These organizational priorities enable GCC to extend the workforce development through community partnerships and to improve delivery of services to students. GCC's academic priorities focus on accreditation-related matters e.g., Student Learning Outcomes (SLOs), program review, linking institutional planning to budgeting, and student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation.²⁷

The understanding of linkages between program review, institutional effectiveness and resource allocation is evident through GCC's involvement of 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.²⁸ Faculty, who are fully-engaged in their departments' assessment work, apply the results of this work in developing annual budget requests. As a result of this participatory process, GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community.

In addition to involving stakeholders in the financial planning and budget development processes, the College's participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets.²⁹ For example, 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.³⁰

Status: Closed

Standard 2. Student Learning Programs and Services

2A1 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.

The institution identifies and seeks to meet and continuously update the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The College has taken several approaches to increasing the compliance rate of curriculum revision to ensure that courses and programs are not outdated. One approach of ensuring that the curriculum is not outdated is to make faculty directly responsible for its monitoring and oversight. Areas relating to the curriculum revision process are included in the 2013-2014 faculty evaluation system for department chairs³¹ and instructional faculty³². Another approach that has been taken to ensure that curriculum is current is through conducting "Curriculum Writing Workshops." These curriculum workshops are designed to provide faculty mentoring for updating and writing curriculum. LOC also offers its members as mentors to instructors who need assistance in curriculum writing.

²⁷ [BOT Policy 306](#)

²⁸ [GCC Fiscal Year 2014 Budget Request](#)

²⁹ [MyGCC Announcement for feedback on ISMP- 2014-2020](#)

³⁰ [GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12](#)

³¹ [Evaluation Rubric – Department Chairs](#)

³² [Evaluation Rubric – Instructional Faculty](#)

For the past three years, the curriculum workshops were as follows:

- 1) 2013-2014
 - a. 10/2013: Training for new LOC members and retraining of past members: 13 in attendance.
 - b. 11/2013: No show of faculty except for LOC Chair/Chair Elect.
 - c. 02/2014: 6 in attendance
- 2) 2012-2013:
 - a. 10/2012: Training for new LOC members and retraining of past members: 12 in attendance.
- 3) 2011-2012:
 - a. 09/2011: Training for faculty. Unable to locate record of attendance.

As an added system to increase the compliance rate of curriculum currency, the Academic Vice President monitors courses and programs to ensure that they are current with industry and national standards before they are offered or scheduled. Furthermore, the Academic Vice President may inform departments that courses and programs that are not in compliance cannot be offered or scheduled.

Status: Closed

2A2 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.

See response to Team Recommendation 1.³³

Status: Closed

2A2c 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.

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 since 2001. In fall 2012, the Office of Assessment, Institutional Effectiveness and Research developed an online survey that mirrors the IDEA rating survey used in traditional courses. Students enrolled in the three online courses offered in fall 2012 were surveyed through an announcement and link to the course. Out of the 52 students enrolled, 12 students responded. The AIER staff transferred the responses from the online survey to the IDEA bubble sheet. These were then submitted along with the responses for traditional courses. This is the mechanism and process by which online courses will be evaluated.

In fall 2013, the Office of AIER administered surveys for both the online classes and traditional courses. The IDEA survey is being given online to distance learning students. For spring 2013, IDEA rating surveys were not administered in any course, either traditional or online due to budgetary constraints. In fall 2014, IDEA rating surveys were again administered for online courses. The Office of AIER will continue to administer surveys consistent with traditional courses.

Status: Closed

³³ To read the full narrative response to this actionable improvement plan and Team Recommendation 1, please refer back to page 1 of this document.

2A2h 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.

The need to standardize the awarding of grades and credits has been brought to the attention of the Learning Outcomes Committee. 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. 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 on the first day of class. Syllabi must define the expectations of the students for each class and the method of evaluation and standards required to achieve a certain grade. The syllabus 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. The Learning Outcomes Committee placed the issue on their fall 2013 agenda and the strengthening of language for standardizing grades was discussed. As a result, the 2013 Curriculum Manual incorporated changes to better address substantive and non-substantive changes.³⁴ All changes now need to be routed through the Learning Outcomes Committee for review. Furthermore, the college credit hour policy can now be found in the online Catalog, ACALOG³⁵ and in the LOC Curriculum manual. Under the credits, grades, and examination link, a credit hour is defined as follows: 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.

Status: Closed

2A3c Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

In 2003, service learning at the College was initiated through the creation of GCC's Center for Student Engagement, which received initial funding via 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 providing the students the necessary skills for developing them 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, aesthetic appreciation, and civic, political, and social responsibilities.

The implementation of the revised and additional general education requirements and the adoption of the ILOs provide a mechanism for departments to more clearly promote what it means to be an ethical human being. Opportunities are identified through the SLO mapping process where courses address the different skills in being an ethical human being and an effective citizen. General education requirements 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 being an ethical human being and an effective citizen.

³⁴ [Curriculum Manual 2013](#)

³⁵ [Credits, Grades, and Examinations](#)

In spring 2013, the Learning Outcomes Committee (LOC) formed the General Education Committee working group housed under LOC. According to the Chairperson at the time, it will be the task of the General Education working group to determine whether general education courses introduce, emphasize and/or reinforce all institutional learning outcomes, including civic engagement. The committee revised the Institutional Learning Outcomes (ILOs) Mapping Matrix for General Education to distinguish skills crucial to General Education courses. At the end of spring 2012, the revised ILOs and a survey were distributed. Thirty-three surveys were sent out, and thirty-two surveys were returned. The findings were that more classes *emphasize* engagement in experiences resulting in the need for and value of civic engagement (13 classes total) than *introduce* (6) or *reinforce* (7) it (ILO 5.1). Ten (10) reported that it was not applicable. Further, more courses *emphasize* the demonstration of an understanding of ethical, civic, scientific and social issues relevant to Guam, Micronesia and the world (14 courses) than *introduce* (10) or *reinforce* (6) it (ILO 5.2).

In fall 2013, the General Education Committee was re-institutionalized as a formal committee under the Faculty Senate.³⁶ As of May 2014, the General Education Committee is currently working on establishing their guidelines and criteria for each category of the General Education program. Once this is completed, assessment of current general education courses as well as new courses to be added to the program will begin.

The College strongly believes that service learning is an important element in providing students with the different skills of being ethical and productive human beings in the community. In light of this belief, the college has held some Service Learning Activities during the past three years collaborating with the following Community Based Organizations. See Appendix A for a list of events.

Status: Closed

2B3c Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

The College is continuously exploring ways to strengthen and enhance its student support services. One area in need of continuous improvement is student advisement. In fall 2012, an Academic Advisement Task Force was formed to look at how the academic advisement process can be strengthened. The task force consisted of faculty, including secondary and post secondary (counselors), traditional and non-traditional (counselors), and the TSS Dean and Associate Dean. The task force analyzed the current process and worked on the GCC Academic Advising Model, an Academic Advisor Handbook, and a flowchart for Advising Delivery. In the fall semester 2013, a draft of the advisement handbook was sent to the Department Chairs to disseminate to faculty for review. Upon receiving feedback, the task force sought the Academic Vice-President's approval via the TSS Dean on the deliverables and then developed a plan for training. As of spring 2014 the Academic Advisor Handbook has been made available to all faculty via Banner and the task force plans to hold trainings for faculty.

Status: Closed

2B3f 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.

The College is cognizant of the importance of protecting the safety and security of physical records at all times, especially records that are sensitive in nature. Such sensitive records for the most part are student and employee records. The physical storage of student and employee records must be protected at all times from the elements and natural disasters such as typhoons and earthquakes in which the records can consequently be

³⁶ [Memo on GenEd Committee-Fall 2013](#)

destroyed if such unfortunate events do occur. Since Guam often experiences typhoons and earthquakes with devastating magnitudes, it is imperative that an alternative means of protecting sensitive records must be explored.

In assessing the safety and security of storing students' physical records, the College's Registrar reported that the College has two vaults which are fire proof. However, due to storing thousands of student records over the years, the two vaults are at capacity. Because the current vaults are at capacity, the Registrar is forced to use a container/office to hold some physical records that do not fit within the vaults.

In view of the shortage of space for securing and safely storing student records, the College is exploring alternative means to store and protect the records. One alternative that is being considered is to solicit the services from an outside vendor to digitize the records so that the storage of physical records is kept to a minimum. Another alternative is for the College to invest in purchasing a software or scanner to electronically input and store the records to serve as a backup.

GCC's management acknowledges the importance of electronic data storage of sensitive information such as student and employee records. In view of the importance backing up student and employee records electronically, the College has invested in purchasing a scanner and related equipment necessary to electronically backup the records. Moving forward to the project, a Banner Database Management System (BDMS) dedicated scanner was received in January 2014.³⁷ Such scanning is on a point forward basis and does not alleviate the issue of past records. GCC has a Records Management Program Policy Handbook, which was approved by the Board of Trustees' Legal Counsel in November 2000. This Policy Handbook is the official retention and disposition schedule of all official records of GCC.

Currently, the database containing student and employee records is being backed up electronically on a daily basis to a networked storage system and then to tape backup. The integrity of student and employee records is protected through secured system access by authorized personnel only. For off-site safekeeping, GCC utilizes a local bank's safety deposit box to store the backup tapes on a weekly rotational basis.

Status: Closed

2B4 Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.

The College conducts town hall meetings and open forums to gather information on the issues and concerns that affect its students and stakeholders. Once every semester, the president meets with students in an open forum to address questions and concerns. In light of the town hall meetings and open forums conducted, the following represent the responses to the issues brought forth by students.

**“Investing in Guam’s Future with Your President Mary Okada”
October 1 & 2, 2012 – Meeting Notes**

In response to a student's request to have a quiet place to study after 7:00 p.m., a 24-hour study center was opened in August 2013. However, because of the theft of an ATM machine located near the study room, it was closed in September. It was reopened in the spring of 2014 and remains open in conjunction with the College's schedule of classes.

³⁷ [Dedicated Scanner for Record Archives](#)

Students requested that more classes articulate to the University of Guam. A list of these courses is posted on GCC's website and is continually updated. It was noted that articulation acceptance is dependent upon the receiving institution. Articulation with UOG has increased over the last several years.

In response to a question regarding cheaper books being sold in the bookstore, it was noted that more e-books are being sought. However, not all publishers have switched to the electronic format. In response to a request to add more people during registration, students were encouraged to register early and register on-line.

One student brought up the issue of classes being canceled, which affects both FAFSA requirements and the length of time it takes to complete a program. Students were advised to work with their advisor to monitor how many students were registered. The College will do its best to accommodate students and their educational plans.

Students inquired into the possibility of offering other courses such as aircraft technology and boat or craft repair. The addition of courses is dependent upon need, equipment, space, faculty, and funding.

“Growth and the Guam Community College with President Okada” February 18 & 19, 2013 – Meeting Notes

In response to a student question regarding an installment plan for tuition, students can avail themselves of a payment plan offered by the College. They can establish either one of two methods: 34/33/33 or 50/50. The first installment is due the day before the semester begins with the remainder due over the next two months for those selecting a three-fold payment, and the following month for those selecting a two-part payment. This policy is under review.

The issue of security on campus was raised since some of the lights on campus were not working. The College is in the process of securing a fire alarm and mass notification system in the event that there is a situation on campus. The Bid Specs Mandatory meeting was held in the fall of 2014, and a decision on the vendor is forthcoming.

In response to a request for additional food vendors, the president responded that there is no room on campus for additional food services. Currently, BCS and the Roasted Café provide food services. The issue of additional food vendors will be considered in future plans. The College is open to having food trucks on campus, but there are parking considerations.

Questions arose regarding textbook prices. The increase in prices is due to an increase from book publishers. The possibility of a book buy-back program will be explored.

Students requested for more classes on Friday, Saturday, and on-line. Since then, there has been a concerted effort to schedule more Friday and Saturday classes as well as more daytime classes since the campus is underutilized during those times.

“Growth and the Guam Community College with President Mary Okada” October 23, 2013 – Meeting notes

Students inquired whether they could be reimbursed for the cost of an internship course. The College does not offer internship courses. We offer practicums, which are non-paid. On occasion, students are given stipends by an employer via the College. These funds are used to offset tuition and fees, but if no outstanding amounts are due, the funds are given directly to the student.

Students requested for additional security behind building 200 at night when classes end. Security will be increased to meet student requests.

Students inquired as to whether job placement provisions are being made for students to help sell them to companies. The College is working with companies to have discussions on the career placement component. Two such companies include the new hotel in Tumon and the new hospital.

The possibility of offering intercession classes will be explored.

Although offering Chinese, Korean, Russian, and Spanish classes has been explored, the College is not prepared to schedule them as yet.

The College will look at the Computer Usage policy to address the reported misuse of the computer labs.

Improvements to the Criminal Justice Academy program will be addressed. The College has been in communication with the Guam Police Department to obtain cars that the College can fix and then keep for use in the program. The renovation of Building 100 will help improve the program as well.

“Growth and the Guam Community College with President Mary Okada”

March 20, 2014 – Meeting Notes

GCC’s most recent accreditation report requires that before the College continues with any on-line or distance education courses, we have to complete a strategic plan. Participation in the pilot has been restricted to faculty who have already conducted online courses under the current Distance Education policy. The pilot project is scheduled for implementation during fall semester 2015. Currently, the College is identifying training as well as Moodle server sites, and securing demos for review.

There are not enough students applying for graduation in the fall, so a fall graduation ceremony is not feasible.

Status: Closed

2C1a Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.

The Learning Resource Center maintains a productive dialogue with instructional faculty regarding additions to the print and electronic collections, and faculty 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 requested due to limited funds. Since the effectiveness of the LRC collection is contingent upon input provided by faculty, LRC has frequently requested lists of needed resources from various department chairs. 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. The effectiveness of the LRC collection appears to be satisfactory to student users. A survey conducted in spring 2010 indicated that 80 percent of students felt the library collections met their instructional and curricular needs. On the other hand, 43 percent of faculty surveyed say that there are not enough resources available to support the current trends or industry practices for instruction in their respective programs.

In the continuing effort to solicit feedback to improve the LRC resources, a suggestion was made during AY12-13 to the LOC chair to add a section to the program and course guide forms that directly addresses the need for additional LRC resources.³⁸ The revised 2014 Curriculum Manual³⁹ has the Learning Resource Center listed in Section V resource requirement and costs for program guides and Section XII textbook reference, equipment and supplies for course guides. Furthermore, as part of the curriculum process, the AVP's office is listed as being in charge of archiving the original printed and electronic versions of program and course guides and distributing copies of the approved program or course guides to the Registrar, Department, Learning Resource Center, Associate Deans and Dean.

Although a section of the program and course guide forms now addresses the need for additional LRC resources, there has been another suggestion to have GCC funds be identified to buy library and other resources for the program. To ensure that the needed resources are available, the materials need to be purchased at least 3 to 6 months in advance of the courses being offered. In fall 2014, the new Human Services program is working with the LRC to create a form to address this gap.

Status: Closed

2C2 Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

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 service surveys every semester that are designed to gauge the quality of assistance and instructional services, and the sufficiency of learning resources and library technology.

As part of the College's institutional assessment system, LRC is assessed as part of the College's two-year assessment cycle. The institutional assessment process involves setting outcomes for the unit, aligning goals with the College's mission and vision, providing different means of assessment, collection of data, and using the data to affect or advocate for change. Conducting surveys plays a big part on LRC's assessment process. As an example, 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 regarding more computers and faster network, new computers have been purchased and faster network services have been implemented. Other technology concerns such as the need for more enhanced technology such as e-books, have also been raised as an issue by student and faculty Library users. These concerns will be addressed as soon as funding is available and identified.

In March 2014, 148 students participated in a written survey about computer tablets. They were asked, "Would you like to use a tablet in the GCC Library?" 124 students answered yes, 10 students answered "no," and 14 answered "I don't know." Therefore, the students indicated that they want access to tablets for use in the Library. Again, there is no funding to purchase tablets. When funding is available the LRC will purchase tablets for student-use in the library.

In its new location, the LRC has expanded to provide customers with a comfortable room temperature setting and adequate study rooms and seating. The LRC faculty and staff strive to maintain a high level of customer satisfaction 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 of the former LRC, has enhanced the overall learning environment for GCC students outside of the classroom. In addition, the LRC received funding for an e-book higher education database, the EBSCO Academic E-book Collection

³⁸ [Email from G. Hartz, LOC Chair, December 2012](#)

³⁹ [Curriculum Manual 2014](#)

and the EBSCO periodical database. Employees and students can now set up a free account with EBSCO which allows them to download e-books.

The added resource of an e-book higher education database brought some positive responses from the LRC customers. Students and employees have access to the e-book and e-periodical databases from anywhere in Guam. In October 2013, LRC surveyed faculty and students as part of its regular assessment cycle. In November 2013, the survey results were reviewed and uploaded on TracDat. LRC survey results for fall 2013 and spring 2014 (N=424) showed that 65% of the survey respondents agreed or strongly agreed with the statement "I am able to find books and e-books I need for research" and 54% of the survey respondents agreed or strongly agreed with the statement "I am able to find the journals, magazines, newspapers I need" (GCC TracDat, 2014, pg. 39).

Status: Closed

Standard 3. Resources

3A1b Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

GCC's process and procedures for evaluating its employees are designed to improve job performance and enhance professional development. The evaluation process for staff is based upon the College's Administrative Directive 95-001 Description of Performance Factors. The evaluation process utilizes a formal instrument which covers specific performance factors such as quality, productivity, reliability, and effectiveness on the job. Additionally, the evaluation process takes into consideration the effective execution of duties and responsibilities that are listed on the job description for each respective staff position. The instrument also allows for comments regarding outstanding performance as well as recommendation for improvement when the results of the performance evaluation indicate a marginal or less than satisfactory results. Staff employees are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.⁴⁰

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance.⁴¹ These performance factors are general in nature and are broken down into two parts, namely, part A (Professional Competence) and part B (Professional Standards). The performance factors in parts A and B are assigned a scoring scale (0 to 5). A score of 3 (on the respective performance factor) means a satisfactory performance and score below a 3 means a marginal to an unsatisfactory performance. A score of 4 means the employee exceeds expectation and a score of 5 on all the performance factors in parts A and B means that the employee's job performance rating is outstanding. There are a total of 17 performance factors in part A and 13 in part B of the staff performance evaluation instrument.

The existing staff performance evaluation instrument adequately covers job performance factors to objectively evaluate the staff's work performance. However, like any other tools, policies, and procedures that drive the quality and effectiveness of an organization, there is always room for continuous improvement and best practices. The same goes with the existing staff performance evaluation instrument. There are several performance factors that can be added to the instrument to enhance and strengthen the employee evaluation process. For example, the performance factor of "teamwork" is a key factor of performance. How the employee gets along with others and strives to maintain positive relationships among co-workers and other departments fosters a healthy work environment. Does the employee step up to the plate and pitch in to get the job accomplished regardless of whether he or she has a direct responsibility to the task? Another

⁴⁰ [GCC HR Administrative Directive 95-001-Performance Evaluation, GCC Employees](#)

⁴¹ [Staff/Administrator Professional Development Day, Fall 2013](#)

performance factor that can be added is “motivation.” Does the employee pursue goals with commitment and take pride in accomplishing them? And lastly, the performance factor of “creativity.” To what extent does the employee generate workable and innovative ideas, concepts, and techniques to take the organization to the next level of effectiveness and quality?

Upon reviewing the existing performance appraisal instrument for staff, it is quite apparent that it can be enhanced and strengthened to improve the performance evaluation process. Performance factors can be added to enhance the capabilities and skill level of the employee and provide them the opportunity to develop and grow and move up in the organization.

However, because GCC’s staff employees are classified personnel under the Government of Guam civil service merit system and the staff pay plan is under the government of Guam New General Pay Plan, the College was limited in revising the job performance instrument. Staff performance evaluations directly link to a pay plan (pay for performance). As expected on October 1, 2014, the implementation of the New Government of Guam Pay Plan was 100% executed for staff. This now allows for the process and dialogue for GCC HR and GCC Staff Senate to move forward with recommendations to update the Staff performance evaluation instrument.⁴²

Status: Closed

3A1d 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.

GCC is guided by the belief that a sense of true community is achieved when the ideals and values of the College are reflected by its members’ attitudes toward one another. The College has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. In the past years, students and employees of GCC have been guided by the standard Government of Guam Code of Conduct policies and procedures. However the government’s code of ethics policy was deemed both outdated and obsolete.

In the interest of developing GCC’s own code of ethics policy, 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 BOT resolution 6-2008. The Code of Ethics policy reinforces and covers subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for employees. To further raise the level of professional conduct of GCC employees, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy in 2008 to demonstrate its commitment to upholding professionalism and code of conduct to the highest level.

Because the Code of Ethics policies for both employees and BOT members are living documents, the College Board of Trustees recognizes the need to regularly review its policies. The announcement detailing the policy review schedule and feedback was made on MyGCC on April 21.⁴³ Subsequently, the Board met on July 24, 2014 and reviewed and re-adopted Policy 115, GCC Code of Ethics and Conduct.⁴⁴

Status: Closed

⁴² [MyGCC Personnel Actions on New Pay Plan, Fall 2014](#)

⁴³ [MyGCC Announcement, BOT Policy Review 100 Series, Spring 2014](#)

⁴⁴ [BOT Meeting Minutes, July 24, 2014](#)

3A3b Consider backing up all employee records electronically and stored off-campus for additional security.

GCC management acknowledges the sensibility and feasibility of electronic data storage of sensitive information such as employee records. In view of the importance of backing up employee records electronically, HR hired a new Personnel Assistant whose main role is to scan HR documents and upload information into BANNER.

Along with addressing the staffing need for the project, the College felt that the investment and purchase of a dedicated scanner would provide the tool needed to expedite the process. In the interest of exercising financial feasibility and resource allocation effectiveness, it was recommended by the HR Administrator and VP for Finance and Administration that a dedicated scanner be purchased and shared among those divisions that will have heavy use for the BANNER Document Management System (BDMS).

After overcoming challenges in the bidding process, a scanner has been purchased and is on site. The BDMS dedicated scanner was received in January 2014 but the PC laptop computer workstation and furniture needed to perform the scanning process were received at a later date. By April of 2014, the PC laptop to access BDMS for scanning and the roving cart to support both the scanner and the laptop were received. In May of 2014, MIS successfully installed and configured the laptop and the scanner, which was also set up and networked at HRO's secured file room.

At around the same time the needed equipment for scanning was received, the BDMS Dedicated Scanning SOP was simultaneously created and used to train HRO's assigned staff members. As indicated in the SOP, employee-related documents are first scanned and saved to an external backup drive connected to the PC laptop. The SOP's next instruction is for those scanned documents to be uploaded to the BDMS database. The BDMS database containing these employee document records is backed up on a daily basis to a networked storage system and then to tape backup. The integrity of scanned employee document records is protected through secured system access by authorized personnel only. For off-site safekeeping, GCC utilizes a local bank's safety deposit box to store the backup tapes on a weekly rotational basis.

HR has been diligently working on getting all "official" documentation for active fulltime employees, scanned, backed-up and updated. HR's initial goal of digitizing employee records was 80% but due to logistical and staffing shortage challenges, electronic backing of employee records are currently at 63% completion of uploading records into the BANNER system.⁴⁵

Status: Closed

3A4b Consider advertising in Micronesia to recruit faculty of Micronesian descent to contribute to the diversity profile of GCC faculty.

GCC embraces diversity in its employees and students and is committed to providing an equal employment opportunity to anyone who applies for a position at GCC. Although the College has made tremendous strides in hiring employees to represent a diverse student and employee population, it still needs to work on hiring faculty of Micronesian decent to represent its Micronesian student population, which accounts for ten percent of its total student population. As noted in the College's Fact Book, GCC has no instructors of Micronesian decent (Chuuk, Pohnpei, Yap, Kosrae). The College believes that understanding language and cultural barriers of its diverse student population would foster program completion and help students accomplish their educational goals. Having students and instructors of the same ethnic and cultural background would ease the

⁴⁵ [HR Email Communication, Update on Scanning of Employee Files, December 5, 2014](#)

communication barriers, encourage the students to seek the assistance they require, and may result in the attainment of success in the students' program of study.

In light of minimizing cultural and language barriers among the College's diverse employee and student population, GCC recently hired a professional originally from FSM and a former University of Guam Professor to teach a course in Family Services, a recently re-instituted program. Although the position is an adjunct faculty position, it is an excellent start to GCC's commitment of contributing to the diversity profile of its faculty.⁴⁶

GCC Human Resources Office continues to post all job announcement on the college's website and utilizes its networks through Micronesia, the region, and nationally, for faculty and administration positions. GCC will continue to recruit and hire employees to better serve its diverse student population so they may accomplish their educational goals, compete, and be productive members of the global workforce.⁴⁷

Status: Closed

3C1 Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP.

Guam Community College recognizes the critical role of MIS and the significant need for MIS personnel to have the skills, knowledge, and abilities in addressing new emergent technologies.

The College finds that developing standard training for MIS personnel is quite challenging. With new emerging technologies that often occur quicker than can be grasped by tech specialists and all the different types of technology gadgets existing and the realm of Bring Your Own Device (BYOD) available today, it is almost impossible to focus on what training needs to be developed. What is considered a standard training today only seems to last while the type of technology or software is actually mainstream, which changes approximately every 6 months. Despite the challenges of developing a training standard for the MIS section, the College is in full support of providing the needed resources to provide training to MIS personnel in the most practical and cost efficient manner.

In light of the effort to maximize resources, MIS will continue developing and updating training standards that are in support of what is currently within the College's infrastructure, what is most feasible financially and personnel-wise, and what will make the most positive impact on our students.⁴⁸ To this end, in 2011, MIS developed its "Enterprise Architecture" plan, outlining its guiding principles, standards, strategies, as well as professional development plans for all its staff members.⁴⁹

Status: Closed

3C1b 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.

GCC recognizes that in order to effectively meet its vision to "be the premier educational institution for providing globally recognized educational and workforce development programs," its staff, faculty,

⁴⁶ [Email to PPEC](#)

⁴⁷ [GCC Public Website-Job Announcements Print Screen, December 10, 2014](#)

⁴⁸ [MIS Email Communication on Funding, September 30, 2013](#)

⁴⁹ [MIS Training Plans, Provided by Francisco Camacho, MIS Administrator, December 2014](#)

administration, and students must be able to use today's technology, and be prepared to embrace new and ever-changing technological tools. For this reason, professional development is encouraged and supported so that all constituents are prepared to teach, learn, work, and thrive in a 21st century classroom.

Each year, institutional priorities for professional development are outlined and used to guide PD activities at the college. One of the organizational priorities deals with modernization of classrooms, instructional technology, and "greening" of the curriculum.⁵⁰ Funding for professional development is made available through PDRC (Professional Development and Resource Committee) for faculty and through the Staff/Administrator Development Program Committee for staff and administrators.⁵¹

In fall 2014, GCC initiated a call for all departments to develop comprehensive and unified professional development plans, as well as for staff and faculty members to set goals for educational and career growth. To lead faculty, Dr. Liz Diego, TPS Associate Dean, has been tasked to develop a comprehensive plan to include conceptualizing the establishment of a Center for Learning and Teaching and piloting supportive activities for faculty growth.⁵²

With regard to Distance Education (DE) planning, during spring 2014, Guam Community College saw much activity. In January 2014, the company Ellucian, Academic Services Division, entered into a contract with GCC to develop a strategic plan to introduce and implement Distance Education to GCC constituents. In February 2014, two Ellucian consultants visited GCC to gather information and make preliminary assessments to write a strategic plan. Meetings were held with faculty, administrators, and MIS to communicate and discuss ideas, information, infrastructure, challenges, and expectations with regard to implementing DE. The contract with Ellucian produced the following reports:

1. GCC Distance Education Market Assessment and Needs Analysis Report to provide information on our potential market/students;⁵³
2. GCC Distance Education Capabilities Report to indicate whether GCC is capable of delivering DE courses. It is important to measure our current academic/teaching capabilities as well as our infrastructure support, library support, and student support (registration, advisement, counseling services). Also, it is pertinent to identify the needs and direction for GCC to offer high quality, seamless, and progressive DE courses;⁵⁴
3. GCC Strategic 5-year plan to provide the blueprint to guide the implementation of distance education courses.⁵⁵ Along with the strategic plan, Ellucian must also develop GCC's Distance Education Standard Operating Procedures that will outline the process that encompasses the delivery of DE, both academics and service sides.⁵⁶

Since the initial visit from Ellucian DE consultants, numerous meetings have been held.⁵⁷ In addition, GCC's Distance Education Task Force regularly convened and teleconferences were held with Ellucian consultants to flesh out details of the strategic plan. Also, an ad hoc group of instructors met with Academic Technology to

⁵⁰ [Institutional Priorities for Professional Development, 2014-2015](#)

⁵¹ [MyGCC Announcement, Staff/Administrator Development Program Application Period, Fall 2014](#)

⁵² [Memo on Development of a Comprehensive Professional Development Plan for Faculty, August 29, 2014](#)

⁵³ [GCC DE Market Assessment and Needs Analysis final](#)

⁵⁴ [GCC DE Capabilities Assessment final](#)

⁵⁵ [5-year DE Strategic Plan final](#)

⁵⁶ [GCC DE Standard Operating Procedures final](#)

⁵⁷ [GCC Faculty Online Teaching Survey Results](#)

discuss topics on “Exploring the Future Classroom Experience” and its impact on classroom environment, delivery and student expectations.⁵⁸

Status: Closed

3D2F Re-evaluate the College’s contract instrument to see if it can be strengthened and improved.

In the spring 2014, Guam Community College received recognition for receiving its 13th consecutive clean bill of financial health from independent auditors Deloitte & Touche, LLP. This acknowledgment by the Guam Office of Public Accountability strengthens GCC’s low risk status.⁵⁹ GCC remains diligent and committed to insuring that the financial arm of the college runs smoothly and efficiently.⁶⁰ Materials Management (MM) conducts training on the procurement process for department chairs, administrative assistants, administrative aids, faculty, administrators and staff. The focus on the training is the understanding and applying knowledge of the process, rules, and accountability guidelines.⁶¹

GCC enters into many contracts and MM is managing them at all stages of the process. Contracts less than \$250K are reviewed internally. Departments write up the contract and submit the document for review by the VP of Finance and Administration first, then the President for final approval.⁶² Before any request for goods or services is advertised, GCC’s MM makes sure that the details and specifications in the contractual document are outlined and recorded to lessen possibilities of challenges and/or protests by bidders.⁶³

For contracts above \$250,000.00, the process remains the same as above, but with the additional requirement of obtaining Board of Trustees approval. This step is outlined in Board Policy 232.⁶⁴

For larger contracts of \$500,000 or more, the process is more extensive and requires legal review by the Office of the Attorney General.⁶⁵ Materials Management continues to review and update construction, contractual services, or capital improvement projects to manage risk for the college, and above all, ensure that projects will have contractual agreements that are thoroughly reviewed and in place prior to the start of the project.⁶⁶

The list of current bids and contracts can be found on GCC’s website under GCC Bids.⁶⁷

Status: Closed

Standard 4. Leadership and Governance

4A2 Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties.

⁵⁸ [Distance Learning Student Readiness Survey Results](#)

⁵⁹ [GCC PDF Newsletter, Chachalani, March 2014](#)

⁶⁰ [GCC Contract for Foundation Building, GCCFB11003](#)

⁶¹ [Materials Management Assessment Plan, 2013-2015](#)

⁶² [Email Communication from Finance and Administration on Contracts, May 15, 2014](#)

⁶³ [GCC Sample Bid Specifications](#)

⁶⁴ [BOT Policy 232-Contractual Agreements](#)

⁶⁵ [Email Communication from Finance on Contract Thresholds, May 15, 2014](#)

⁶⁶ [Foundation Building Renovation, Checklist Reviews Example for Projects 500,000 and Over](#)

⁶⁷ [GCC Public Website-Bids Print screen, May 15, 2014](#)

In an effort to foster accountability and integrity for faculty committee work, a new Faculty Evaluation Rubric was presented to faculty on August 23, 2013. The new rubric now includes Institutional Assessment work and the 'Faculty Accountability Report for Committee Work form (which was approved on February 12, 2013 and added to AFT/BOT Contract). Faculty evaluation for AY2013-2014 going forward has a component for Committee Work, within "Section 5: Institutional Involvement."⁶⁸ Since its implementation, it has helped the college achieve a higher Assessment Compliance Completion for AY 2013-2014 by 8%, from 87% in AY 2012-2013 to 95% in AY2013-2014.⁶⁹

The Faculty Accountability Report for Committee Work is submitted by each committee chairperson at the end of each spring semester of the academic year, and is tabulated and reported as a component of the Faculty Senate Year-End Report. On the accountability form, committees report goals, attendance records, and the form and extent of member participation. If a committee chairperson concludes that a certain member or members of a committee is not performing their required duties, or if the Accountability Report does not evidence a faculty member's full participation, this information is reflected in the faculty member's yearly evaluation. Likewise, a committee member who does not participate fully may be asked to resign his or her membership, which has consequences on the individual's yearly evaluation. The new Faculty Evaluation Rubric has brought forth noticeable improvements with regard to faculty performing their fair share of duties and responsibilities and performing extracurricular activities that yield positive impacts for our students.

Status: Closed

4A5 Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

The College's participatory governance structure plays a vital role for broad participation by faculty, staff, administrators, and students in the decision-making processes that support student learning programs and services and the overall improvement of institutional effectiveness. The evidence of dialogue through means of conversations, recommendations, and committee work from members within the College's participatory governance structure are some of the elements that demonstrate GCC's commitment to excellence, teamwork, and student success. Preserving the integrity and spirit of participatory governance through documentation and recording of committee work is important. Uploading committee work reports, agendas, membership, and bylaws onto the College's 'MyGCC' web portal provides the evidence and documentation needed for each committee to develop narrative evaluation reports that comprehensively evaluate existing governance policies and practices.

In an effort to comprehensively evaluate the effectiveness of the College's participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President, requires that all participative governance entities submit a report (in narrative form) evaluating the effectiveness of their respective governance unit. Based on the directive, the report is due at the end of each academic year (spring) to the Academic Vice President. The content of the report must discuss the progress made on committee goals, meeting attendance summaries, committee accountability summaries, recommendations for the following academic year, and an analysis of the overall effectiveness of their governance unit. Because the submission of the year-end report is required from each participatory governance unit, the Staff Senate President and COPSA President were also issued the memo on November 15, 2013.⁷⁰

⁶⁸ [Agreement between GCC Faculty Union Local 6476 FT/AFL-CIO and the GCC BOT, 2010-2016](#)

⁶⁹ [CCA Assessment Compliance Matrix, AY 2013-2014](#)

⁷⁰ [AVP Memo to Staff Senate-Year End Reports and Evidence, November 15, 2013; AVP Memo to COPSA-Year End Reports and Evidence, November 15, 2013](#)

The year-end reports were submitted as required by three governance entities. These committees document that they were grateful for the opportunity to communicate and provide feedback to their constituents and for the opportunity to provide transparency to GCC's stakeholders.

The Faculty Senate, Staff Senate and COPSA (Council on Postsecondary Student Affairs) submitted their Academic Year 2013-2014 reports as required by the AVP. The Staff Senate⁷¹ and COPSA⁷² show the governance goal matrix accomplishments as it relates to the ISMP goals, Goal 1-Retention and Completion, Goal 2-Conducive Learning Environment, Goal 3-Improvement and Accountability and Goal 4- Visibility and Engagement and committee attendance.

The COPSA report has met all the requirements and can serve as a model for the Staff Senate and Faculty Senate reports. The Faculty Senate Report did not list the Goals as related to the ISMP, or the committee attendance roster. The reports are a starting point in documenting the progress and accountability efforts being made by faculty, staff and students as part of their evaluation and campus involvement.

The last campus wide survey was the Institutional Effectiveness Survey. It was conducted August 2010.⁷³ It was designed to gauge respondent's level of knowledge about the institution and their awareness of the College's effort to achieve institutional effectiveness as required by ACCJC Standard I.B. Improving Institutional Effectiveness. AIER is in the process of developing a campus governance survey instrument that can be adopted under the governance process. It should be completed by spring 2016.

Status: Ongoing

4B1i Include more questions relating to the Accreditation Standards in the Board Self-Evaluation Questionnaire (BSEQ) so that Board members gain more knowledge about how the accreditation process works.

The College regularly conducts training sessions for Board members to increase their knowledge of the accreditation process. The training often occurs at Board retreats where the accreditation process is always part of the agenda. In fall 2013, the College launched an accreditation awareness campaign encouraging all BOT members and College employees to take ACCJC's online accreditation workshop. This workshop enables the individual to increase their knowledge and understanding of the four accreditation standards. As of this writing (Dec. 2014), 100% of GCC administrators and staff, 96% of faculty, 80% of Board members had completed the ACCJC's online accreditation basics workshop.

The 2013 BSEQ survey was the first time an accreditation related questionnaire was added and will continue to be part of the survey. GCC's Board of Trustees added question 41 of the Board Self-Evaluation (BSEQ) Survey, which asked the board member to state if they have taken the online workshop.⁷⁴ The response was 2 out of the 6 voting board members or 33% had taken the online course. A seventh member was added to the Board of Trustees on September 4, 2014, and will be encouraged to take the ACCJC online workshop which will continue to be part of the BSEQ questionnaire as mentioned.⁷⁵

Status: Closed

⁷¹ [Staff Senate Year End Report, 2014](#)

⁷² [COPSA Year End Report, 2014](#)

⁷³ [Institutional Effectiveness Survey Report, 2010](#)

⁷⁴ [5th Board of Trustees Assessment Report](#)

⁷⁵ [Board of Trustees minutes dated September 4, 2014](#)

4B1j Report progress of 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.

The President holds various assemblies and meetings at least twice a year to discuss her goals with the campus community. One such presentation was held on November 22, 2013 entitled “Closing the Loop.” In the presentation, the President discussed the progress made on the 2009-2014 ISMP goals, which mirror and relate to her assessment goals or Administrative Unit Outcome (AUO). The following are the outcomes of her assessment goals.

AUO #1: *Pioneering; Integrating Workforce Development*: To identify the community’s career and technical as well as basic educational skill requirements and increase capacity for the better integration of the opportunities and services offered by GCC with the needs of island businesses. Annual surveys are being done to develop needs assessment. In addition, networking activities are ongoing in the search to create programs that partner with businesses.

AUO #2: *Educational Excellence; Pursuing Accreditation Quality Programs*: To improve program effectiveness and the determination of the institution’s overall effectiveness in meeting student learning. CEWD course assessment has sustained accreditation.

AUO#3: *Community Interaction; Branding GCC in the Community*: To improve awareness of the College and increase public support for its vision and activities. GCC continues to brand itself through various marketing campaigns to increase and improve student retention through various outreach programs in the community.

AUO#4: *Dedicated Planning*: To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review. Dedicated planning continues as the assessment planning cycle is continuously applied in programs and departments throughout the college.

The President held her AY 2013-2014 “Meet the President” (a forum with students) talks on October 9 and 10 and on March 17 and 18 at the Multipurpose Auditorium. She informed the students about the campus construction projects, our need to track our graduates and updates to the ISMP. She also introduced at the talks the new Institutional Strategic Master Plan (ISMP) for 2014-2020. Furthermore, on April 11, she spoke with the faculty and staff about the new ISMP and how the goals of the ISMP are her goals for the next few years. In TracDat, her AUO’s for fall 2013-2014 are based on the ISMP 2014-2020 goals⁷⁶ which are listed below:

AUO1: *Retention and Completion*: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare students for engagement in a global workforce.

AUO2: *Conducive Learning Environment*: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

AUO3: *Improvement and Accountability*: Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on college –wide priorities that boost improvement and accountability.

⁷⁶[TracDat Unit Assessment Report – Four Column Office of the President dated March 20, 2014](#)

AUO4: *Visibility and Engagement*: Promote the GCC brand to achieve regional, national, and international recognition.

With the President's goals based on the previous and new ISMP, it is quite evident that she has met all her goals with the construction of five (5) new campus buildings and facilities and the expansion of new programs and technology support.

Status: Closed

4B2b Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

Over the past five years, the College has kept the campus updated on the status of the 2009-2014 ISMP as well as the goals and the initiatives of the new 2014-2020 ISMP that was recently adopted by the Board of Trustees on January 10, 2014.⁷⁷

GCC's 2009-2014 Institutional Strategic Master Plan has four major goals (1 Pioneering, 2 Educational Excellence, 3 Community Interaction, and 4 Dedicated Planning). These goals were designed to guide the College in meeting its mission and providing quality educational and workforce development training to students. Within the five-year period that the master plan covered, progress and status of the ISMP's goals were disseminated to the campus community at least once a year during convocation or through regular scheduled College assembly. For example, on November 16, 2012, the President discussed updates on the goals of the 2009-2014 ISMP titled "Moving Forward to 2014" which was presented at the College's Thanksgiving Luncheon.⁷⁸ The updates were presented on the ISMP's following goals:

Goal 1 Pioneering: Seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employers' needs assessment in order to improve the skill levels and productivity of the island's workforce.

Goal 2 Education Excellence: Seeks to show that Student Learning Outcomes are being attained and that regular assessment allows programs and services to identify, analyze and use assessment results for accountability and program improvement.

Goal 3 Community Interaction: Seeks to improve awareness of the College and increase public and fiscal support for its vision to reduce GCC's financial dependence on the Government of Guam. This is evidenced by numerous federal grants awarded to the college for program development and campus improvement.

Goal 4 Dedicated Planning: Provides a means 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.

In further providing updates to the ISMP, the President shared progress on the campus wide construction and other building plans during the bi-annual "Meet the President" presentation to college students in fall 2013 and spring 2014. At the Campus Assembly on October 11, 2013, Dr. Somera unveiled a draft of the ISMP and requested for input from everyone by December 6, 2013 to ensure that constituents are aware of the ISMP and have a voice in the new plan for 2014-2020. On March 2014, the ISMP 2014-2020 was completed and made available online for public viewing. It was also presented by the President to the GCC faculty and staff at a campus wide meeting on April 11, 2014. Other updates to the ISMP were made at the August 12, 2013

⁷⁷ [BOT Meeting Minutes, January 10, 2014](#)

⁷⁸ [ISMP Presentation, November 22, 2013](#)

convocation, during which the President provided a short update on the ISMP and how capital improvements continue with the groundbreaking for Building 200 as well as other renovations happening on the campus. The Academic Vice President also spoke at convocation about rewriting our mission statement, and how the new mission statement should align with the re-development of the new ISMP for 2014-2020.

The new mission statement reads: “Guam Community College is a leader in career and technical workforce development, providing the highest quality education and job training for Micronesia.” It was approved by the Board of Trustees on January 10, 2014.

Status: Closed

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.