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for COMMUNITY and  
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June 29 2006

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**COPY**

Dr. Herominiano de los Santos  
President  
Guam Community College  
P. O. Box 23069  
Guam, M.I. 96921

Dear President de los Santos:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 7-9, 2006, reviewed the institutional self study report and the report of the evaluation team which visited Guam Community College on Tuesday, February 28-Thursday, March 2, 2006. I am pleased to report that the Commission took action to reaffirm accreditation.

The college is commended for its response to the recommendations of the previous evaluation team and for the extensive assessment process and infrastructure which places it in the forefront in meeting the assessment expectations of the 2002 Standards. The Commission also notes the optimistic attitude with which Guam Community College addressed the natural and economic hardships in recent years and commends the college's continued focus on educational effectiveness.

I have previously sent you a copy of the evaluation team report. Additional copies may now be duplicated. The Commission requires you to give the team report and this letter dissemination to your college staff and to those who were signatories of your college self study report. This group should include campus leadership and the Board of Trustees. The Commission also requires that the team report and the self study report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, the college is expected to use the report to improve the educational programs and services of the institution.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Guam Community College should submit the Midterm Report by **March 15, 2009**. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation. The report also includes a summary of progress on college-identified plans for improvement as expressed in the self study.

Dr. Herominiano de los Santos  
Guam Community College  
June 29, 2006  
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The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of Guam Community College. The next comprehensive evaluation of the college will occur during **Spring 2012**.

Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes (see especially Standards One and Two). A further requirement is that accrediting agencies pay close attention to student loan default rates.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno, Ph.D.  
President

BAB/tl

Enclosure

cc: Mr. John Rider, Accreditation Liaison Officer  
Board President, Guam Community College  
Dr. Philip L. Hartley, Team Chair  
Evaluation Team Members

# EVALUATION REPORT

## GUAM COMMUNITY COLLEGE

Post Office Box 23069  
Barrigada, Guam 96921

A Confidential Report Prepared for the  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited  
Guam Community College on February 27 – March 2, 2006

Philip L. Hartley, Ph.D.  
Team Chair

## TEAM MEMBERS

Dr. Philip Hartley (Chair)  
President  
West Valley College

Ms. Brenda Rogers (Team Assistant)  
Senior Executive Assistant  
West Valley College

Dr. Judith Branzburg  
Professor of English  
Pasadena City College

Dr. Nizam Kazi  
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Ms. Suzette Robinson  
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Dr. Janis Caston  
Dean, Instruction & Student Learning  
Cosumnes River College

Mr. David Tom  
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Napa Valley College

Ms. Teresa Scott  
Executive Vice Chancellor  
Yosemite Community College District

Dr. Audrey Yamagata-Noji  
Vice President Student Services  
Mt. San Antonio College

## Summary of the Evaluation Report

INSTITUTION: Guam Community College

DATE OF VISIT: February 27 – March 2, 2006

TEAM CHAIR: Philip L. Hartley, Ph.D.  
President, West Valley College

An accreditation team composed of eleven members, each experienced in their professions and together comprising a team with great depth and breadth of experience, had the pleasure of visiting Guam Community College on February 28 through March 2, 2006 for the purpose of evaluating the institution's request to reaffirm accreditation. Guam Community College is located on the island of Guam, the largest and most developed island in Micronesia. Guam Community College is the only community college on Guam and operates as part of the executive branch of the Government of Guam. The college is governed by a seven member Board of Trustees including one voting student trustee. The Board members are appointed by the Governor of Guam.

Guam Community College was well prepared for the accreditation visit. The previsit by the team chair and assistant to the college in December was very useful in establishing the organization and logistics for the team visit, and the college had done a thorough job of arranging all necessary facilities, equipment, documents, and schedules before the team arrived. It was clear that the accreditation process and visit were important to the college, and everyone interviewed was well aware and supportive of the site visit. College personnel were friendly, open and candid in their interviews, and the consistency with which different segments of the college identified issues was helpful in formulating team recommendations.

The team found that in the case of Guam Community College, the accreditation report must be viewed as the composite of three documents provided to the team; the Reaffirmation Self Study Report (November 2005), the Fifth Annual Institutional Assessment Report (August 2005) and the Draft Institutional Strategic Master Plan (December 2005). Additionally, a multitude of information was available on the College's Assessment Website. In fact, even more information and documentation was available than communicated in the official accreditation documents. Because the documents were organized around a thematic and assessment format, team members had some difficulty relating information to specific accreditation standards and had to "mine" information to make relevant observations.

Guam Community College has the responsibility for all vocational education on the island and is proud of this historical commitment. Therefore, the college operates vocational programs taught by very dedicated Guam Community College faculty at the

each of the island's four public high schools. These programs are designed as two- to three-year programs to prepare students for the world of work upon graduation, but most of the programs do have various levels of linkage to college programs on the main campus. The college has recently moved to standardize its general education and math/English competencies in an effort to increase the viability of their transfer program. They have also added an associate degree in liberal arts and a new program in practical nursing. Both these substantive changes have been approved by the Commission within the last year.

Team members verified that the college has made impressive progress in response to the previous team's visit. In the years since the last visit, the college has created a comprehensive, ongoing assessment process which has established a culture of measurement and documentation. The team concluded that the college was well positioned to continue making progress in the development and use of student learning outcomes for courses, programs and the institution.

Guam Community College operates in the face of frequently daunting natural challenges, such as major typhoons that occasionally disrupt operations for months at a time and leave behind severe facility repair needs. The team was impressed with the faculty, staff, and administration's ability to work together to further the institution in the face of these challenges and the willingness to engage in open communication about issues that confront them.

The team would like to make the following specific commendations that address the strengths and successes that the college has achieved:

1. The college's response to the previous team's recommendations was outstanding and clearly exceeded expectations. Over the last five years the college has developed an extensive and expansive assessment process and infrastructure. The Guam Community College Comprehensive Institutional Assessment Plan is a major accomplishment and places the college significantly ahead of other community colleges in the development of processes that address the new accreditation standards, which are organized around assessment, outcomes and program improvement based on resulting information and dialogue. This has been a major undertaking for the college, involving nearly every program, service and function of the college and a major commitment of human resources and college-wide participation. The visiting team takes note of this heroic effort and expresses its hope that the college will sustain and expand on its efforts to date. The college will benefit from the continued use and development of the infrastructure that it has established, and the team looks forward to the college continuing its leadership in this area.
2. The team takes note of the positive attitude of all the members of the Guam Community College family and commends everyone for their exceptional resiliency and dedication in the face of natural and economic adversity.

3. The college is to be commended for establishing an improved degree of budget stability in a complex and variable funding environment. The team takes note of the high degree of regard the college has earned on the island for responsible budget management among public agencies.
4. The dynamic and creative Continuing Education Program is commended for its high degree of program development and successful operation. The program is an excellent example of what can be accomplished when multiple departments work together to meet the needs of the community. The program provides support for many programs on campus, is a major factor in the economic development of the island, and contributes significantly to the financial condition of the college.

### Recommendations

Based on the cumulative evidence of the self study, documents, interviews, and analysis and discussion among team members, the following recommendations were developed and approved by the team.

1. The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standard II.A.3)  
  
A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for a greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)
2. The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes of the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3.)
3. Working on the strength of its assessment infrastructure, the college should now fully undertake the process of developing student learning outcomes for courses, programs and the institution. As these student learning outcomes are developed

they should be communicated to students, the college community and the public.  
(Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)

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



## INTRODUCTION

Guam Community College is located on the island of Guam, the largest and most developed island in Micronesia. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west. Guam is approximately 30 miles long and 4 to 9 miles wide. The northern end of Guam is a plateau of rolling hills and cliffs rising to 600 feet above sea level. Waterfalls, rivers and bays abound throughout Guam's central and southern areas. Luxury 5 star hotels line the Tumon Bay beachfront. Guam is 3,800 miles west of Hawaii and about half that distance from Japan and the Philippines. Flight time from California to Guam is about 13 hours.

Guam was ceded to the United States from Spain in 1898. The indigenous Chamorro population became American citizens in 1950. As of July 2005 the population of Guam is reported at 168,564 made up of native Chamorro 37.1%, Filipino 26.3%, other Pacific islander 11.3%, white 6.9%, other Asian 6.3%, other ethnic origin or mixed 12.1% (2000 census). The economy depends on military spending and tourism (90% of which is from Japan).

The college was established in 1977 by Public Law 14-77. Guam Community College is the only community college on Guam and operates as part of the executive branch of the Government of Guam. The college is governed by a seven member Board of Trustees including one voting student trustee. The Board members are appointed by the Governor of Guam.

## ELIGIBILITY REQUIREMENTS

### 1. AUTHORITY

Guam Community College currently operates under Guam Public Law 14-77 and operates as part of the executive branch of the Government of Guam. Guam Community College is accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.

### 2. MISSION

The visiting team confirmed that Guam Community College has an established mission statement that contains information as specified in accreditation Eligibility Requirements. This statement was last revised and adopted by the Board of Trustees in February 2005.

### 3. GOVERNING BOARD

Authority to make policy and exercise oversight for all operations is vested in a seven member Board of Trustees appointed by the Governor of Guam with the advice and consent of the Legislature. Six trustees are appointed for staggered terms of five years, and the student trustee is appointed for a term of two years. The Governor must appoint one trustee to represent business, industry and employer organizations and one trustee to represent organized labor organizations on the island. The student trustee has full voting rights on the Board. Board members are precluded by Public Law 14-77 from participating in any action involving a possible conflict of interest or from realizing a financial gain from their positions as Board members.

### 4. CHIEF EXECUTIVE OFFICER

The full-time chief executive officer of Guam Community College is Dr. Herminiano delos Santos who has served in this capacity since June 2000. By policy and college organization, Dr. delos Santos possesses the requisite authority to administer board policies. He does not serve as chair of the Board of Trustees.

### 5. ADMINISTRATIVE CAPACITY

The visiting team determined that the college has sufficient administrators, all very well experienced and professionally prepared to support the mission and purpose of the college.

### 6. OPERATIONAL STATUS

Guam Community College is fully operational with students actively enrolled in degree and certificate programs.

## 7. DEGREES

Guam Community College offers 14 certificate programs and 19 Associate Degree Programs. The college also offers a number of career vocational programs in the island's four high schools. Enrollment data indicates that a substantial proportion of the college's postsecondary students are enrolled in courses leading to a degree.

## 8. EDUCATIONAL PROGRAMS

The visiting team found that the degree programs offered by the college are consistent with the college's mission and purpose. The courses and programs were organized and delivered at an appropriate level consistent with Eligibility Requirements.

## 9. ACADEMIC CREDIT

The team examined course outlines which documented that the institution awards credits based on generally accepted practices in colleges and universities. The college catalog provides appropriate information about the awarding of academic credit.

## 10. STUDENT LEARNING AND ACHIEVEMENT

Course outlines examined by the team verified that learning objectives are established for each course. The college is well along in the process leading to the establishment of student learning outcomes for courses, programs and the institution.

## 11. GENERAL EDUCATION

The college catalog provides a clear general education pattern for degree programs which includes required competence in writing and computational skills as well as an introduction to some of the major areas of knowledge. These requirements are consistent with standard practice in higher education. A recommendation is presented in the visiting team report about adding an area of knowledge not now addressed in the college's general education pattern.

## 12. ACADEMIC FREEDOM

The current faculty contract contains a statement of academic freedom that sets forth the freedom to examine all knowledge appropriate to a discipline or area of study. This statement is reinforced by an adopted Board of Trustees policy.

## 13. FACULTY

As of November 2005, Guam Community College had a complement of 104 full time faculty positions with nine vacant faculty positions (representing funded plans to fully develop the newly created Practical Nursing Program). Faculty responsibilities for the

development and review of curriculum as well as the assessment of learning are contained in the faculty contract.

#### 14. STUDENT SERVICES

The team found that the college strives to provide services to support its very diverse student population and that these services are adequate to meet eligibility requirements. These services are consistent with the college's mission and purpose.

#### 15. ADMISSIONS

The College catalog and other publications set forth admission policies for Guam Community College. These policies are consistent with Guam public law and Board adopted policies.

#### 16. INFORMATION AND LEARNING RESOURCES

Guam Community College provides modern information resources and services to support its mission and some forward-thinking technology to support the development and assessment of its programs and services.

#### 17. FINANCIAL RESOURCES

The adopted college budget and annual audit report document that Guam Community College has the financial resources to adequately support its learning programs and services. The college is largely dependent on funding from the Guam legislature and from tuition. The college has achieved an increased degree of funding stability in recent years.

#### 18. FINANCIAL ACCOUNTABILITY

An examination of the most recent external audit (September 2004) found some reportable conditions in the area of internal control over financial reporting and no instances of noncompliance with Government Auditing Standards.

#### 19. INSTITUTIONAL PLANNING AND EVALUATION

The commitment of the college to college-wide planning and evaluation was well documented by their efforts in recent years as documented by the Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units and the Board of Trustees.

#### 20. PUBLIC INFORMATION

All information required by the eligibility requirements is contained in the college catalog and on the college's well-designed web site ([www.guamcc.edu](http://www.guamcc.edu)).

## 21. RELATIONS WITH THE ACCREDITING COMMISSION

The self study contained the requisite statement and signatories to certify that the institution adheres to the Eligibility Requirements and Standards of the Accrediting Commission.

RESPONSES TO  
RECOMMENDATIONS OF THE PREVIOUS TEAM  
March 14 – 16, 2000

General Recommendations 1, 2, 3

1. In view of the absence of a response to the previous team's recommendations and the importance of establishing a systematic assessment procedure for educational programs, student services, financial programs and physical facilities, the team recommends that such a comprehensive system be developed and implemented over the next year. The educational program review should identify educational quality through the identification of learner outcomes.

2. In light of the persisting difficulty with systematic assessments and evaluations of programs, services, and personnel, the team recommends that staff development be provided for the college community to clarify the importance of regular reviews as a process for continuing improvement and the necessity for the Board of Trustees, administration, and faculty to be appropriately involved in these processes.

3. In exercising its oversight responsibility, the team recommends that the Board enforce its policies concerning program review and develop or strengthen policies related to assessing the Board's as well as the college's effectiveness.

In view of the fact that all three general recommendations made by the previous visiting team dealt with the issue of institutional assessment, this report will address the college's response to these recommendations through a combined analysis.

To say that the college has fully responded to the above stated recommendations would be somewhat of an understatement. The comprehensive, campus-wide assessment process observed by the Interim Visiting Team in April 2002 has continued to develop and expand so as to constitute a regular assessment of all activities of the college including administration, instruction, student services, business services and the Board of Trustees. The process is well documented in the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees*. The newest development was the implementation of software (TracDat) which records assessment activities and outcomes. The Office of Assessment and Institutional Effectiveness was created and staffed in the 2003-2004 academic year to recognize the institution's ongoing commitment to institutional assessment.

Training and staff development with regard to the assessment process have been ongoing, and interviews with administration, faculty, and staff revealed a college-wide acknowledgement and, if not appreciation, acceptance of the process. Materials and guidance on using the process and supportive software are provided through workshops

and the work of the College Assessment Committee. Much of this supportive material is kept in an open access room referred to as the "Assessment Shrine" and "pilgrimages" continue to occur as the involvement of faculty and staff broadens.

On September 4, 2002, the Board of Trustees adopted Policy 306, *Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees*. The new policy speaks directly to the new ACCJC accreditation standards and student learning outcomes, and requires a staggered annual or bi-annual assessment of all programs, services, administrative units, the Board of Trustees, and the Foundation Board. With the recent appointment of two new Board of Trustee members, the Board is now fully empanelled. Interviews with five of seven board members revealed a good understanding and support for the process and a commitment to institutionalization as well as a continued willingness to participate actively in the process.

### Specific Recommendations

Specific recommendations related to the accreditation standards in force during the last comprehensive visit are addressed below rather than attempting to relate them to the new standards.

- A review of the mission statement might consider:
  1. How effectively does the statement convey the mission of the college, both to the college community and the larger community?

The college focused on its mission statement subsequent to the previous team's report, and the Board of Trustees adopted a revised mission statement in June 2003 with a scheduled reexamination in January 2004. The statement was reviewed by the President's Management Team in January 2004 and was deemed acceptable for the coming year although they agreed that a more comprehensive review should take place. Later in 2004 the Office of Assessment and Institutional Effectiveness took the lead in the institutional review of the Mission Statement, resulting in a revision that was passed by the Board of Trustees on February 9, 2005.

2. Does the statement drive institutional planning and decision making?

The Mission Statement is required as the beginning reference point in all Assessment Plans in the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees*. The college intended that the mission statement be included prominently in the *Institutional Strategic Master Plan* as a driving force. While still in draft form, the December 2005 *Institutional Strategic Master Plan* does not accomplish the goal of fully incorporating the Mission Statement. Judging from work done on other aspects of their assessment and planning process, it is reasonable to assume that the newly adopted Mission Statement will be incorporated into subsequent drafts.

- The college community should develop ethical standards for adoption at the Board of Trustees' level. Such a policy or policies must include academic freedom and should cover professional conduct, including adjunct faculty, and/or a code of ethics.

The Agreement between *The Guam Federation of Teachers Local 1581 AFT/AFL-CIO & The Board of Trustees, Guam Community College for Faculty, 2000 - 2005*, includes Article VI Faculty Rights to Academic Freedom which has been renewed in the 2005 – 2010 Agreement. The Board of Trustees adopted Policy 460 B Academic Freedom. *The Rules and Regulations for Classified Service Employees* outlines a code of conduct for classified employees. Although there was evidence of dialogue on the issue of a code of ethics for faculty, no formal statement has been adopted. The intention is that this issue will be addressed through the process underway to establish a faculty senate at the college. Discussions with administration and faculty confirmed this intention.

- The team recommends that the college reviews and fully implements its Affirmative Action plan to promote and ensure equity and diversity in the college community (administrators, faculty and staff).

While the college has paid attention to this recommendation through review by administration and analysis of EEO data for past years, an updated plan has just been developed and approved. This plan will be implemented further after the team's visit. Employment data and current demographic information does support the college's contention that its employees are reflective of the community it serves. Human resource and EEO staff attended a workshop sponsored by the Society of Human Resource Management in December 2005 and the college states an intention to update its current Affirmative Action Plan.

- The college implement and support an English and Mathematics assessment and sequencing program to insure student access to appropriate courses and permit program completions in a reasonable time.

The college responded to this recommendation by noting that a lack of a standardized general education pattern for all programs and a lack of a multiple year scheduling process hindered students' access to appropriate courses and negatively impacted program completion. Therefore, the college responded by implementing a standard general education pattern for all programs which is currently in place. The college also developed a five-year class schedule so department chairpersons, associate deans, and deans are able to more clearly view cyclical patterns of course delivery to facilitate effective sequencing. Continuous registration and assigned faculty advisors have resulted in students being more effective in scheduling classes. The new GE standards also include a time requirement for students to meet Math and English requirements: English by the time they are enrolled in 12 units, math by the time they enroll in 15 units. With



these substantive changes in requirements, it was difficult for the team to assess whether access and ease of completion has been enhanced. Therefore, a follow-up recommendation from the current team is included in its final report.

- **To take full advantage of the significant professional development resources, the team recommends that a Full- and Part-time Faculty (including staff and administrators who teach) Evaluation system that covers teaching effectiveness, scholarship, service and other respective institutional responsibilities be developed and implemented.**

A formal evaluation process for full time faculty has been developed and included in *The Guam Federation of Teachers Local 1581 AFT/AFL-CIO & The Board of Trustees, Guam Community College for Faculty Agreement*. This formal process is currently in use. Evaluation of adjunct faculty began in 2003 as an assignment to the Adjunct Associate Dean position, and has continued each semester. Evaluation is to occur at least once during each semester in each class being taught by adjunct faculty.

- **To predictably meet maintenance needs, the team recommends that the college develops and implements strategies to raise the level of funding for campus maintenance and renovation projects.**

The college has been able to leverage funds from tuition/fee revenues, FEMA reimbursements and Tobacco Settlement Funds. This effort has provided over \$2.7 million for maintenance, facility and infrastructure upgrades and capital projects. The college additionally has an endowment fund in excess of \$1.7 million earmarked for major upgrades to college facilities. The visiting team was impressed by the attractive, cost-effective remodeling efforts underway on campus. While the effects of two major typhoons in 2002 are still visible, the campus has made major progress in renovation and remodeling.

- Given the Government of Guam's current financial position, the team recommends that the college take appropriate steps to plan for the unpredictability of its funding sources to address its institutional priorities.

The college is to be commended for the increased level of budget stability that it has managed to engineer since the last accreditation visit. In budget year 2002, the Legislature rolled all the separate appropriations for the College into a single appropriation from the Government of Guam General Fund. While this approach has not fully resolved the College's economic situation, the approach has significantly reduced the locations from which uncertainty arises. The college has capitalized on this development by modifying its budget development process to more accurately predict revenues and expenditures. Coupled with a strong entrepreneurial spirit, the college has made strides that have earned it high marks on the island as being a financially stable and responsible public agency.

- › As recommended by the previous team, the present team urges the Board of Trustees to continue its efforts with ACCT's support to expeditiously establish a formal process for evaluating its performance.

In 2001, the Board of Trustees made a good effort at evaluating its own performance by having each Trustee complete a Board Self-assessment Questionnaire modeled after a similar tool used by the Edmonds Community College in Lynnwood, Washington. However the assessment did not include input from outside the Board, and the college states it is not satisfied with the status of Board evaluation even though this is a required element in the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees*. Interviews with Board members indicated a willingness to further the evaluation effort, because two board members are quite new, there was an expressed interest in training for board members as a precursor to evaluation. The current team has included a recommendation in its findings on this point.

# EVALUATION OF GUAM COMMUNITY COLLEGE THEMATIC ANALYSIS

Guam Community College organized its self-evaluation process around the four ACCJC Standards. In doing so the college attempted to utilize a thematic approach in reviewing the standards. The College presented a report within their self study on how the themes guided the GCC Self-Study Process. Presented in this section are observations made by the various writing teams for the four standards on how successful the College was in this attempt.

Theme: Dialogue

- Formal structures for dialogue are being developed. Extensive dialog takes place at the college. The college implemented a Technology Advisory Committee to set college-wide policies and to communicate the technology priorities to the college as a whole. The college also is implementing assessment processes for each unit, and the assessment goals are communicated college-wide. A draft strategic plan is now available to all staff, and a new affirmative action plan was recently approved to communicate to the college community and the Guam Island community the importance of diversity.

Theme: Student Learning Outcomes

- Serious efforts have been put forward in an attempt to establish student learning outcomes at the course, program, and institutional level; however, more work is needed. Linking student learning outcomes (SLOs) to resources is a goal for the college, but the college needs to continue work in this area. SLOs are a high priority for the college as evidenced through interviews with college staff and review of their technology plan, master plan, and assessment plan. The infrastructure is in place to move the college forward in addressing students' needs.

Theme: Institutional Commitments

- The revised mission statement has provided for an expansion of the development of a Liberal Studies major and has articulated the college's commitment to General Education.

Theme: Evaluation, Planning and Improvement

- Whereas evaluation is in place in some aspects, ties to planning and improvement are not clearly evident with respect to identifying and addressing student needs. Evaluation, planning, and improvement are a very high priority for GCC and are evidenced throughout Standard III. The college has implemented an assessment model for planning, both short-term and long-term for facilities, human resources, and technology. While further work remains in this area, many plans are underway at the college.

Theme: Organization

- The College has identified the necessity to create adequate structures to address and support learning. Guam Community College has begun the work to develop processes for inclusive, informed, and intentional efforts to define student learning. While they have made some headway in this area through their assessment plans and TracDat, they have not yet clearly defined student learning outcomes. The college will need to first define student learning and then create a process to measure and validate student learning outcomes.

Theme: Institutional Integrity

- The College has made progress in this area and continues to examine its policies and procedures for honest and equitable treatment of employees and students. The college demonstrates institutional integrity relative to fiscal accountability as evidenced by annual financial audits that receive the highest opinion possible from external auditors examining the fiscal affairs of the college. Institutional integrity is evidenced by the college's focus on a safe educational environment. Doing so, without adequate funding from the government of Guam, is a challenge. Institutional integrity is also evidenced through discussions with staff who discuss their loyalty to the institution, in part, because of the positive and ethical image the college has on the island. GCC is known as the best run government entity on the Island of Guam.

EVALUATION OF GUAM COMMUNITY COLLEGE  
ACCORDING TO ACCJC 2002 STANDARDS

## Standard I Institutional Mission and Effectiveness

### General Observations

The college has revised their mission statement and has undertaken to review this mission statement on an annual basis. The current mission statement was developed after much input and dialog by the faculty and the administration. A committee was established to work on this task, and faculty and staff were allowed to provide input as to how to best develop this revised mission statement.

### Findings and Evidence

#### A. Mission

Evidence of meaningful dialog and discussion were found in both BOT minutes as well as minutes of the College Affairs Committee and the committee for revising the mission statement. Interviews with Standard One committee members also reinforced that much discussion took place.

After much discussion and work, the final mission statement was submitted to the Board of Trustees (BOT) in February 2005. It was decided to make some changes to the statement, to more accurately reflect the college's commitment to general education as well as vocational training. These modifications were made to the mission statement, and it was approved and adopted by the Board at that time.

It was decided that the mission statement be reviewed on an annual basis. The next review of the mission statement will be later this year (2006) by faculty, staff, and administration.

The team has found, however, that the newest mission statement is not being used universally in all publications and materials. Instances in which the older mission statement was found include the student catalog and Guam Community College's website. The college should make a concerted effort to insure that the current mission statement is reflected in all documents, both published and online, and that the current mission statement's contents are communicated effectively to both employees of the college, as well as to the community as a whole. This is especially important since Guam Community College is at a true crossroads in many ways, both in terms of moving to a more shared-governance way of doing business and making decisions, and with respect to a renewed emphasis on general studies and a liberal arts philosophy.

The college also needs to make renewed efforts to assure that goals and objectives are in line with those of the new mission statement, especially as it addresses a commitment to

the diversity of its students and the academic as well as vocational aspects of its educational commitment.

## **B. Improving Institutional Effectiveness**

After receiving the recommendation that the college needed to establish and implement an assessment process, an assessment administrator was brought onboard to play a key role in beginning this process. The assessment administrator spent much time meeting with individual faculty and staff, as well as administrators, in determining the needs of all stakeholders before putting together a process.

There was much initial resistance to developing the assessment process, especially from faculty, who did not see the potential advantage of moving to a more data-driven environment. The assessment administrator and the academic vice-president both met with many individuals and formed several committees that were aimed at developing various aspects of the assessment process. In addition, the Board of Trustees also had to be convinced that development of the assessment process would benefit the college in the long run.

Several years of dialogue and discussion have resulted in faculty gradually coming to accept and support the concept that access to data involving their programs is much more positive in terms of analyzing how well their programs are doing and assisting them in doing a more accurate and timely program review, based on accurate data. What is not clear is the extent to which adjunct faculty and classified staff were involved in the process.

There are several administrative support services that now use the assessment process. The materials purchasing department, for example, uses the assessment site to facilitate the ordering of materials on a timely basis for various programs or departments.

Initially the college had decided on having assessment by all departments and programs to be conducted on a yearly basis. However, after much discussion, it was decided that a two-year cycle would be more acceptable and palatable for all concerned. A two-year cycle has been implemented and has been received in a much more positive light.

The college's programs and departments, both instructional and non-instructional, have been divided into four groups. Group A includes all Associate Degree programs; Group B includes all Certificate programs; Group C encompasses the Student Services and Administrative Units; and Group D includes all special programs.

Programs are notified via email that information must be entered or submitted to the assessment department. It is sometimes necessary to remind the program directors or faculty that they must submit their information in a timely manner. Because information supplied by the programs is crucial to the ongoing success of the assessment process, it is necessary that they comply with the deadlines in a timely manner.

The site team members were given an in-depth presentation of the TracDat online system. This online system links assessment and program review information including mission, goals and student learning outcomes, and demonstrates how they are all linked and related for any program on the campus. In addition, various elements of the accreditation standards are checked off if these have been met by the program. All of this information is made available to users on the campus via log-in to the TracDat website.

It is evident in discussions with various members of the campus community that the campus is now very supportive of the development and implementation of the assessment process. One of the more outspoken opponents of the process, a faculty member who was much opposed to the publication of data on his program as well as other programs, has become a strong advocate of the process. He has used the information available from the assessment process to do a better job of knowing what kinds of students are being served by the program, and how he can better attract students to his program, based on accurate data from the assessment process.

While the organization for assessment has been quite thorough, especially at the institutional level, at times the existence of reports or analyses of data has not been consistently communicated to the campus. That is, various people on the campus seem not to be aware of the existence of these reports, or are not aware that TracDat has become a powerful vehicle for accessing data and reports at the program or institutional level.

Continuous training is provided to the college community on access to and use of the TracDat system. In addition the program specialist and program assistant for assessment will be attending a query-builder training session, to better enable them to access the data from the assessment server and to create specific reports.

### Conclusions

The college has developed an extremely full-featured and useful assessment process, and is to be commended for the amount of effort and work that it has taken to create such a dynamic system. Assessment processes can be monitored from the program up to the institutional levels, with clear linkages as to how goals and objectives are interrelated. The online assessment system allows one to select various programs at the college, with reports that allow one also to determine the extent to which programs are meeting accreditation standards measures and the ways program goals are being met.



## **Standard II**

### **Student Learning Programs and Services**

#### **General Observations**

The Standard II team investigated the quality of the instructional programs, the student support services, and the library and learning support services, in achieving stated student learning outcomes. The College has a rich diversity of students and is working to implement instructional programs and student development efforts that support learning. We examined the policies and procedures relevant to this standard.

In particular, the team sought information regarding the general education and vocational programs including those areas offered through collaboration with high schools and through continuing education and contract education. The team also examined whether the College systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. The team suggests that the College increase the inclusion of all members of the college community, including students, in discussions relevant to this standard.

While we found that the College has an assessment program to evaluate the areas of this standard, we also discovered that the College could improve the ways it meets this standard by completing and better publicizing policies and procedures identified by previous accreditation teams. The College's established approach to assessment needs to be expanded to include studying and researching concerns related to identifying and meeting the educational needs of students and the possible disproportionate impact of policies and practices on specific students. Thus, although we found that the College has adopted a culture of assessment, we also found more work needs to be done on student learning outcomes.

The college organized its response to the accreditation standards through the themes the commission has identified, and the team agreed that those themes are present in the evidence the college provided.

#### **Findings and Evidence**

##### **A. Instructional Programs**

The college provides vocational and academic programs which are reflected in the new mission statement adopted by the board in 2005. A new degree in liberal studies, a new practical nursing program, and a clearly delineated general education pattern have been added since the last accreditation visit. Two courses are now online. (II.A.1.) Programs

have been assessed and basic competency student learning outcomes have been developed for most courses and programs, though not school-level ones for the School of Trades and Professional Services and the School of Technology and Student Services. SLOs in the actual course outlines generally identify outcomes in a manner more consistent with traditional methods of measuring student skills. For example, a 1995 course revision for CD 140, Environments for Young Children, gives as an outcome under nutrition, "Students will identify foods considered not appropriate for health reasons for children of different ages." Similarly, older course outlines are skill based as well. For example, ME150A, Auto Service I, gives as an outcome, "Given a vehicle, proper parts, hand tools and test equipment, student will service an air filter." Some course outlines do not have dates especially those for the high school curriculum, so determining the recency of the courses was difficult. In a few cases, randomly selected course outlines in vocational areas lacked outcomes and some outlines had not been revised since the 1980s. (II.A.1.a., A.1.b., A.1.c)

The college may want systematically to identify the educational needs of its students, evaluate whether or not the programs it offers meet student needs, and examine the delivery systems and modes of instruction being used as those relate to meeting student needs. (II.A.1.a, A.1.b)

Tying the assessment program to the student learning outcomes and also to the allocation of resources and to program improvements is a work in progress. The college has created an assessment culture where data is available to drive decision making.

The college has a process for revising and submitting curriculum. Using this process, course outlines are in various stages of currency. For example, 76% of the computer science course outlines are five years old. In some cases, curriculum is driven by enrollment: if students are not taking classes, the classes are not offered. This was the case with the college construction program where employment opportunities have waned in recent years. In other cases, the college has been able to respond to requests for classes based on input from the community. For example, the college has an agreement allowing it to offer training for local teachers through collaboration with the University of San Diego. (II.A.2.a.) While these informal methods of developing or offering curriculum appear to meet the community's needs, the college should adopt a systematic process of updating and revising curriculum to maintain currency even when curriculum is not being scheduled.

The college has involved faculty in assessing programs, and the curriculum process begins with faculty input. However, the role of faculty has not been paramount in all curriculum decisions. For example, the administration mandated that students complete a particular level of English before completing 9 units and a specific math level before completing 12 units. These requirements were based upon a desire by the administration to increase academic rigor but did not include an assessment based analysis of competency levels appropriate for various programs. It is also not clear that the college has decided to support this requirement with appropriate ESL courses and remedial courses. (II.A.2.b)

Faculty have been trained in meeting students' learning styles and other pedagogical strategies through two required courses for new full time faculty and through special training for service learning implementation. Other staff development opportunities fall under the purview of the Professional Development Committee and include fees for classes and conferences specific to faculty disciplines. (II.A.2.d)

The college is involved in program evaluation in an informal manner growing mostly from the review of curriculum as well as from demands from businesses. Consistent and formal input from advisory committees and surveys of employers or graduates concerning success in their vocational areas is available for grant-funded programs. Because many of the current high school program faculty in vocational programs have recent experience in the business world, the instructors have not actively pursued formal advisory committee input; however, as these new employees are more removed from the world of work, they will need the input from advisory committees whose members are current in the field. The college still needs to complete the process of validating that degrees and certificates are based on the achievement of a program's stated student learning outcomes. Formal information gathering and analysis will assist the college in determining the relevance and currency of programs and help the college plan for the future (II.A.2.e; A.2.f)

As the college develops student learning outcomes for all areas, these will naturally be tied to awarding of credit and degrees. (II.A.1.h., A.1.i)

In addition to the regular curriculum for community college and high school students, the college has an active continuing education program which is self-supporting and provides a healthy income to the college. The program annually "touches" 10,000 individuals. The highest enrolled courses in this area are health certificates for food service workers, food service management certification, continuing education to recertify public school teachers, public safety academies, general interest courses for the community, college for kids, and English language for children from Korea and China.

The college has published a clearly articulated and comprehensive philosophy of general education. The courses within the general education requirement have been articulated with the University of Guam and the University of Hawaii. (II.A.3.a, A.3.b)

Students appear to receive clear and accurate information about the general education requirements although this information appears in the errata section of the catalogue. The college catalogue provides students with transfer and articulation information only in the appendix of the catalogue. Using the rubric of articulation, though, may cause some confusion among students. (II.A.3)

The major challenge for the general education program is the limited number of courses that fulfill general education requirements, particularly in the humanities and fine arts. It is also not always clear in course descriptions how and why a particular course fulfills aspects of the general education requirements, especially in oral communication and

citizenship. Recent development of the liberal arts curriculum might enhance the general education offerings and make transfer more viable as this program grows and the college recognizes more courses as fulfilling general education requirements. The institution needs to review its course offerings in general to make the general education program more comprehensive. Still, both the general education and liberal arts programs contribute to the college fulfilling its mission to serve its constituents academically as well as vocationally. (II.A.3.a)

The new requirements for English and math as well as the new liberal arts associate degree have created some concern among faculty that the college may be turning away from its traditional vocational role. There are also concerns that the new requirements close students out of various courses and programs, concerns reflected in some course enrollment drops. Some efforts are being made through the general education committee to address the appropriateness of the requirement for specific programs. Continued allocation of resources based on assessment of community and student needs should alleviate these concerns as the college continues to evolve. (II.A.3.b)

Most of the degrees offered by Guam Community College require that students complete more than 60 units. Requiring that a student take that many units implies that the time to degree completion for an average student would be more than 2 years. The general education committee expressed concern that students are being required to complete so many units and may be required, especially because of the new math and English requirements, to take more than 2 years to complete a degree. (II.A.4) The team shares this concern.

In programs requiring external licensure and certification, the college has demonstrated that students meet standards. Data on the newly developed practical nursing program is not yet available. For that particular program, the team voiced some concerns about the depth of faculty expertise needed to offer the program (II.A.5) as the college has yet to fill most of the projected faculty positions.

Students appear to receive clear and accurate information. However, the current mission statement has not yet been consistently presented in publications and some information needs to be made more "student friendly."

Information about College courses, programs, policies and regulations is available for students and prospective students in the College Catalog, the Student Handbook, and the College's website. The Student Handbook is no longer provided in a print format, but can be found through the College's website. Articulation agreements are included in appendices in the catalog, but the function and process of transfer is not clearly presented as an educational goal for students. The transfer mission is not as clearly laid out for students as the vocational paths. (II.6.a)

The college also needs to add some course options or identify existing ones so that students can actually complete all of the requirements for transfer and all of the general education requirements on the Guam Community College campus. For example, the

college has humanities courses, but these are not listed as options in the general education pattern. The student handbook is on the web, but students cannot search the site and must read the entire handbook in order to find a particular topic. Students receive syllabi in most classes based on records kept by the Academic Vice President's office. In some cases, the course descriptions in the syllabi do not match the course descriptions in the catalogue. Student learning outcomes for each course have yet to be developed. (II.A.6)

The college has a program discontinuance policy which it has implemented with careful consideration of student needs. This policy and others relevant to students are spelled out in the catalogue; however, the committee could not find an honesty policy or a sexual harassment policy in printed documents provided to students nor a policy related to codes of conduct for faculty and staff published for the public although codes of conduct exist in the collective bargaining agreements for full time faculty and staff. (II.A.6.a, II.A.6.b)

Based on the student questionnaires, the committee believes that students feel respected and treated well by faculty in terms of their gender and racial/ethnic group membership. The college did not provide information concerning faculty ability to appear unbiased. (II.A.7.a.)

The college has published policies on academic honesty in the student handbook which is on-line. (II.A.7.b) Other policies of behavior for faculty are addressed in the contract and for students in the handbook. The college has deferred the development of an ethics policy until a Faculty Senate is established to take responsibility for such a policy. (II.A.7.c)

Guam Community College offers courses on the island only. (II.A.8)

## **B. Student Support Services**

In several instances, Guam Community College (GCC) cites a need to improve its marketing and recruitment efforts, favoring more "face to face" recruitment efforts and development of marketing plans. A comprehensive effort to address outreach and recruitment efforts has not materialized, but is included in recommendations found in the "Faces of the Future" which was conducted in Fall 2004. The diversity of students is not clearly delineated in Guam Community College's research documents or self study.

An effort to admit students based on their ability to benefit from programs, as well as to be consistent with its mission, has been made by requiring student qualification for the Adult High School Diploma Program and enrollment in English and math courses at nine and 12 units. This policy remains a subject of debate on campus, as many faculty have concerns about the impact of this administratively mandated policy on student access and success.

The leadership in the Counseling Department has worked closely with the Office of Assessment and Institutional Effectiveness to utilize results from student surveys to identify student needs and to make improvements in the provision of support services to

students. A good example has been the surveying of students and faculty about the counseling and guidance needs of students. The results were used not only to plan effective workshops for students but to better coordinate counseling activities provided by various offices and programs, thereby controlling for duplication of efforts.

The present dialog that is occurring on the impact of these policies is a good indication of concern for the students' pathways. Various committees (General Education and Committee with No Name) have requested further data from Admissions to assist them in further understanding the impact of these policies on student access and success. The College's established approach to assessment may not lend itself to studying and researching concerns related to the educational needs of students and the possible disproportionate impact of policies and practices on specific students. Student Services staff, especially counselors, have utilized various means to obtain outcome data from which they developed an agenda for improvement. Not all departments have yet measured their effectiveness, either through quantitative data or through qualitative measures (surveys); however, several departments were able to detail student satisfaction as well as recommendations for change.

Student Support Services staff have made excellent progress in developing various modes of service delivery by which to best meet students' needs. An excellent example is the recent hiring and placement of four counselors at each of the high schools served by Guam Community College. This insures that the counseling function, including the appropriate recruiting of students, will be done by counseling faculty who are knowledgeable and committed to the mission of Guam Community College. (II.B.1)

The committee reviewed the catalogue and found evidence that the majority of the required catalogue information was provided. (II.B.2):

Required Information	Evidence Found
<b>a. General Information</b>	
Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	Everything is found on the back side of the catalog except for names and addresses of high school (secondary) sites. The main college phone number is not listed, but the office of Admissions and Registration is.
Educational Mission	The revised Mission Statement is on page 4 of the catalog.
Course, Program, and Degree Offerings	Course descriptions, certificate and degree program requirements are listed in the catalog.
Academic Calendar and Program Length	The Academic Calendar is clearly printed on the inside front cover of the catalog. The Calendar details the beginning and end of the term as well as critical deadline dates.
Academic Freedom Statement	The Academic Freedom Policy (460) is found on page 123, (Appendix C) of the catalog.
Available Student Financial Aid	Financial Aid Services, including the specific student aid available is listed on pages 9-11 in the catalog.

	Also detailed are students' responsibilities.
Available Learning Resources	Under the heading of "Learning Resources Center/Library Services" the description on page 14 of the catalog details library services and does not speak about learning resources (i.e., tutoring).
Names and Degrees of Administrators and Faculty	Names and degrees of administrators and faculty are found in the back of the catalog, beginning on page 105.
Names of Governing Board Members	The names of the governing board members, except for two vacant positions, are listed on page 104 of the catalog.
<b>b. Requirements</b>	
Admissions	Admissions information is found on pages 18-20, with details about detailing classifications of students, acceptance and placement testing information, including foreign students.
Student Fees and Other Financial Obligations	Tuition and Fees and Cost of Attendance budget for full-time, independent students are listed on pages 29-31 of the catalog. Included are fee policies and financial obligation policies.
Degree, Certificates, Graduation and Transfer	Degree and certificate requirements are listed by program major as well as per General Education requirements on pages 33-34. Information specific to students who desire to transfer and transfer services are not found in the main section of the catalog under "General Information." Articulation agreements and an Inter Institutional Cooperation Statement for Transfer and Articulation are found in the back of the catalog under Appendices.
<b>c. Major Policies Affecting Students</b>	
Academic Regulations, including Academic Honesty	Certain academic regulations such as registration, adds and drops, withdrawals, repeats, satisfactory progress, probation, and dismissal are found under "Admissions Information" in the catalog. The Student Code of Conduct is referenced on page 5 of the catalog does not clearly cover Academic Honesty. However, the Student Handbook, which is available only on the website, might contain information about Academic Honesty.
Nondiscrimination	The Non-Discrimination Statement is found on page 5 of the catalog.
Acceptance of Transfer Credits	Information about credit by examination, credit for military education, credit for prior learning and educational credit for training programs is found in the catalog. Additionally, transfer of credit information from postsecondary institutions and advanced placement is found in the catalog.
Grievance and Complaint Procedures	There is no specific reference to a grievance and/or complaint procedure in the catalog. However, page 7 details "Student Rights Advocacy" which highlights the

	role of the counseling staff in assisting students in “the protection of their basic human rights.”
Sexual Harassment	A Sexual Assault Policy and a Workplace Violence Policy are on page 5 of the catalog. No specific section is included in the catalog regarding Sexual Harassment. However, the Student Handbook is referenced regarding Sexual Harassment Policy 185.
Refund of Fees	Mention of “Tuition and Fee Refund” is found on page 30 of the catalog. This citation mentions eligibility “during the 100% Refund Period.” However, the definition of this time period is not specified.
<b>d. Locations or publications where other policies may be found</b>	
The Student Code of Conduct along with the Copyright Policy and Workplace Violence Policy are found on page 5 of the catalog. However, students’ due process rights are not clearly articulated with regard to the College’s Discipline policy and procedures in the catalog.	

No clear evidence was found that specific learning support needs are researched or identified and that information then guides the development or improvement of services and programs. The placement testing process in place is used to determine the placement levels for students into math and English and reading courses. The data from the COMPASS instrument is not comprehensively used to inform the College about the academic needs of the students or to help in planning course offerings and scheduling of courses. There also was no evidence that any non-cognitive assessments take place (e.g., study skills assessments). (II.B.3)

The availability of tutoring, low usage of the library, the transfer advisement program, and the limitation of courses for limited English proficient students are areas staff identify as areas in need of improvement to provide comprehensive services to students. High school students enrolled in Guam Community College courses are able to access Guam Community College counseling support at their high schools. Counseling and other support services are provided to Adult High School students and Guam Community College high school students that are on the main Guam Community College campus, but not to students enrolled in the GED program. (II.B.3.a)

The college has addressed the personal and civic responsibility in a variety of ways. For example, the Center for Civic Engagement’s mission statement is “*To enhance student educational experiences through integration of academic study with active service, while encouraging civic involvement, community awareness and responsible leadership.*” Guam Community College is part of the Hawaii Pacific Islands Campus Compact (HPICC), a national project designed to prepare civically engaged citizens. Building upon the notion of service learning, the Center develops partnerships between the College and service agencies and community based organizations. To date there are over 30 established partnerships, with over 200 students participating in the program. Additionally, the Center for Civic Engagement provides training to faculty in order to imbed service learning into their courses in order to assist them in meeting and measuring student learning outcomes. (II.B.3.b)



In terms of personal development, there are two psychology classes that address personal development of students: PY 100 – Personal Adjustment and PY 125 – Interpersonal Relations. (II.B.3.b)

The Center for Leadership Development Studies works with Campus Life and Career Placement to host an annual student leadership conference. The conference is well-attended and is very popular with students. Business partners are also a part of the conference which adds to the richness of the conference as well as provides additional fiscal support. (II.B.3.b)

The counseling faculty are fully engaged in assessing and improving the counseling and advising services to students. After a student declares his/her major course of study, the advisement function is enhanced by assigning a faculty member to serve as an advisor. A comprehensive training process for faculty advisors was undertaken in order to train the faculty in the basic use of NIAS and the different tools available in advising students. This has been fully documented in the Fifth Annual Institutional Assessment Report (II.B.3.c)

The counseling faculty have developed an Advocacy Booklet, ready for publication, which will serve as a campus-wide guide to assist all faculty and staff in understanding the comprehensive services provided through the Counseling department. The booklet will also serve as a tool to help all campus personnel in guiding students. The counseling department is to be commended for developing this publication through an excellent process of gathering feedback from faculty and students, studying other models, and developing a unique tool for Guam Community College. (II.B.3.c)

The student population of Guam Community College is naturally very diverse. Through various student clubs and organizations, student diversity is addressed. Less clear was whether there are college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity, especially important because of the wide range of diversity of students (from resident Chamorro and Filipino students to Micronesian and international students from Japan). Because of the broad range of age and life experiences of students, future assessment efforts could focus more on the educational needs of both day and evening students, and younger as well as older adult students.

The College is proud of the recent development and implementation of accommodative services for disabled students and believes that this new effort assists the College in expanding a commitment to meeting the needs of diverse students. (II.B.3.d)

There is no evidence that the admissions and placement instruments and practices are regularly reviewed or assessed in order to validate the effectiveness of the instruments or the minimizing of potential bias in the test instruments. The established assessment process was apparently not being consistently used in implementing new placement requirements related to the General Education requirements. The College has begun the initiation of a new placement tool, the COMPASS, and needs to work toward validating cut scores according to established research methods. (II.B.3.e)

Guam Community College admissions and financial aid staff are clearly cognizant of Federal Educational Rights to Privacy Act (FERPA) regulations and follow strict processes to insure security and confidentiality of records. Admissions keeps all hard copies of documents and is considering the implementation of an electronic document imaging system to provide greater security of documents and to facilitate retrieval of records. Campus NIAS users must sign an "Acceptance of Responsibility" form with the Admissions office and are then provided a copy of the Code of Responsibility and FERPA guidelines.(II.B.3.f)

Counseling and Health Services have done an excellent job in measuring student satisfaction with services. Coordination in the overall assessment and evaluation of student support services has yet to be established, with many different models being followed in the attempt to develop student learning outcomes. (II.B.4)

### **C. Library and Learning Support Services**

College faculty and staff appear to believe that the institution has sufficient library materials to support the institution's programs. The College has been proactive in seeking library resources to support the new nursing program and the library staff is seeking additional computer support for students. At the present time, 12 computer stations are available in the library for students to access online references as well as to complete class assignments. (II.C.1.a)

Learning resources were not clearly articulated as there are no comprehensive tutoring programs as part of the library. Formal tutorial services that are in existence are provided only through a federally funded TRIO grant and are only for students who qualify for that program (Project AIM). In the 2002 "What Are Guam Community College Students Like?" study, students were asked about their use of the library resources. The mode for all items was a "1"—indicating "never" in response to items such as

- Used the library as a quiet place to read or study
- Checked out books and other materials to read at home
- Use the card catalogue or computer to find materials the library had on a topic
- Prepared a bibliography or set of references for a term paper or report
- Asked the librarian for help in finding materials on some topic

These responses seem to point out that students are under-utilizing the library. Faculty have expressed their desire to have students increase their utilization of library resources. The General Education Committee has committed to working to infuse library and learning resources as part of ongoing curricula. It is hoped that the College will use the results of studies like the one in 2002 to identify areas of improvement and greater availability for learning resources for students. (II.C.2)

The library staff believe they are assisting the college in helping students gain information competency through the support offered in content classes. (II.C.1.b)

The college may wish to provide additional tutorial support as faculty evaluate the ways students can achieve the outcomes identified at the program and course level. (II.C.1.c) Like other areas of the campus, the library will need to be actively involved in developing and supporting student learning outcomes.

## Conclusions

The Standard II team believes that balancing accomplishments with areas that call for future development, the College has met the standard, but falls below in some areas.

- Commendable progress has been made to institute a comprehensive culture of assessment within student learning programs and services. As demonstrated through the College's TracDat software system, the large majority of departments and programs have begun the process of developing their assessment plans through specifying their "Means of Assessment." Several departments and programs have been able to complete "Summary of Results" and "Use of Assessment Results and Follow-Up."
- While progress has been made with respect to student learning outcomes, the team found that in some course outlines, competency skills were substituted for student learning outcomes. Most student learning outcomes have not been published.
- Greater involvement by faculty, staff, and students would enhance all of the accreditation themes, especially dialogue, organization, and evaluation and planning.
- Library services appear to be sufficient for the current student population; however, use of library resources by students could be increased.
- In an honest attempt to address an academic concern, the College implemented recent changes in the General Education requirement for English and math. These changes have posed serious concerns about the outcome of policies on student access as well as their successful progression through the institution.
- Considerable concern exists about the student pathway through the institutional experience in terms of student access, progress, learning and success. The College has work to do to meet the varied educational needs of its students based on the diversity and demographics of its student body. Of specific concern is the limitation of tutorial and English language support programs for students at the same time that academic requirements have been raised.

## Recommendations

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

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

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

## **Standard III Resources**

### **II. General Observations**

Guam Community College (GCC) meets the criteria set forth in Standard III, Resources. Standard III addresses human, physical, technological, and fiscal resources of GCC. Since the last accreditation report and the mid-term report, GCC has made significant progress in all four parts of Standard III. It is evident based on face-to-face interviews with Guam staff and students that the college takes accreditation very seriously and is committed to continually working to make their college better for students, staff, and the community of Guam.

The college addressed the accreditation themes throughout the self-study report and wove the themes through Standard III very effectively. Dialogue is present in nearly every aspect of the standard.

### **A. Human Resources**

#### **General Observations**

Guam Community College responded fully to this standard by providing evidence that the college has hiring and evaluation procedures in place for permanent faculty, staff, and administrators. The college provides professional development for faculty and staff. There are two staff development days per academic year for faculty. Classified staff and administrators also have opportunities for staff development. Evidence in the way of written application and screening hiring procedures demonstrate that due diligence is followed to hire quality staff. Human Resources (HR) has begun the process to integrate HR planning with institutional planning by way of assessment and linkage to the strategic master plan.

The self study report and relevant documents provide substantial evidence that Guam Community College (GCC) seeks and employs personnel who are qualified in education, training, and experience. GCC has no control over classified employee job descriptions because classified job descriptions are linked to Guam's Civil Service Commission. Civil Service job descriptions are not aligned to the service needs of the college.

#### **Findings and Evidence**

The team found that the institution employs qualified personnel and is working towards linking hiring to program review and assessment. The link between GCC and the Civil Services Commission (CSC) presents some obstacles for GCC when hiring classified staff. The Civil Services Commission's job descriptions are outdated and at times are not aligned with the services required at the college. The college outsources services for

security, grounds, custodial and food services due to a shortage of funding from the government of Guam to hire classified staff.

The self study report, staff interviews, and documents provide evidence to confirm that permanent personnel are evaluated systematically through a fair and regular process. Adjunct faculty are evaluated through an informal process which involves observations by the Associate Dean and the Department Chairperson. The Associate Dean's observation reports are sent to the Human Resource Office, Assessment Office (with no ID attached), and department chair with the understanding that the department chair will discuss the report with the adjunct faculty. (III A.1)

Evidence provided by the Human Resources Office assures that a hiring process is in place. Job announcement, screening committees, HR validation and certification all provide documentation that the college does a thorough job in its efforts to recruit and hire qualified staff. Certified applicants are interviewed. References of recommended applicants are checked by the HR Office and names sent to the President. Then a recommendation is ultimately sent to the Board of Trustees for their approval to appoint the new employee. (III A.1)

The college employs 65% adjunct faculty and is committed to reversing this high percentage. Personnel position caps set by the government of Guam in 2000 are problematic for the college in that the college does not receive fiscal resources to add additional permanent faculty without the approval of the government. The college determines its human resource needs through college assessment but does not have the resources to add positions. Subsequent to an early retirement incentive mandated by the government in 1999, Guam Community College lost key faculty, administrators and staff. Full-time staff dropped from 300 to 198. The government reset the cap for Guam Community College at 198. The college struggles to provide all required services due to the lower cap. College support staff is insufficient as is fulltime faculty to serve all its needs and services. (III A.2)

The college Diversity Policy is complemented by an affirmative action plan. The affirmative action plan was updated recently to reflect the diversity of Guam. (III A.4)

## Conclusions

Guam Community College meets the Standard III.A. Evidence is available to validate the hiring process, the evaluation process and staff development opportunities. Procedures to integrate the HR planning with institutional planning are beginning to be implemented.

## B. Physical Resources

### General Observations

The College is to be commended for beginning the process of creating a new master plan to replace the outdated one. This is especially important as the college, three years ago, experienced two devastating typhoons, which destroyed buildings but not the spirit of the personnel of Guam Community College. Instead, they rose to the challenge of rebuilding and repairing the damaged facilities. In the new master plan, plans are in place to address the potential student population growth and new programs.

### **Findings and Evidence**

The self-study report, interviews with college administration and staff, and documents show that the college meets the standard in providing physical resources in supporting institutional programs and services. Safety and health are the top priorities for facilities. The college provides sufficient physical resources to support its programs and services by outsourcing its security, grounds, custodial and food services. Outsourced services are not evaluated regularly. (III.B.)

The institution plans and evaluates its facilities and equipment and creates plans based on enrollment data and student needs. For example, one need identified in the master plan and also expressed by the students is the need for a Student Center where students can study, relax, meet friends, and get campus-related information. (III.B.2)

Survey results indicate that facility planning is not an inclusive process with faculty. Faculty input is not regarded when planning for facility resources and capitol projects. Departments hold meetings and prepare reports of their facility needs; however, a college-wide committee does not exist to integrate the facility needs. Through surveys it is evident that a majority of faculty does not believe that their input is regarded when considering development of facility resources and capitol projects in its planning process or about the effectiveness of facilities in regards to supporting student learning outcomes. However, individual faculty members, who are users of a specific capital improvement project, provide information to ensure the connection between instructional needs and physical layout. Projects and renovations to campus facilities and off-campus sites continue as funds become available. Budget constraints have caused the departments to make do with available resources. (III.B.1)

The college has not implemented a continuous cycle with a long range plan for the upgrade and maintenance of facilities which links assessment to student learning outcomes. They have, however, within the constraints of budget cuts and restrictions, been able to construct facilities such as a High Tech Center to address future needs. (III.B.2)

### **Conclusions**

Guam Community College meets the Standard III.B. Evidence is available that substantiates institutional planning. However, the link between physical resource planning and institutional planning needs to be strengthened.

## **C. Technology Resources**

### **General Observations**

The self-study report is clear in addressing this standard. The institution has drafted a technology master plan to address the short-term and long-term technology needs of the college. The draft has been approved through college committees and will be taken to the Board of Trustees for approval. The recently created Technology Advisory Committee will evaluate the technology master-plan on a systematic basis and will set policies that align with assessment and student learning outcomes. The institution has made significant progress with its assessment program and with linking technology to planning.

### **Findings and Evidence**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning and strategic planning. The integration of planning in these areas is not fully implemented, but the college is very diligently moving forward.

Guam Community College completed many projects to improve institutional technology. They formed a Technology Advisory Committee (TAC) comprised of faculty, staff, and administrators to set policy for technology and to identify college-wide technology infrastructure needs. However, even though the college dedicates resources to technology to address administrative and student needs, the college continues to assess programs in order to tie the draft technology master plan to link planning with student learning outcomes. (III.C.1.)

The college has a plan currently to replace computers and software every 3 to 5 years in some of the student labs. Technology fees are used to fund this replacement program. The institution has a draft technology master plan which will be brought before the Board of Trustees for approval. The plan is an evolving document and will be reviewed and revised to address technology replacement for all programs as needed. Funding the project is a major issue for the college. It is evident that the college seeks funding through grants. The college will take a proposal to the Board of Trustees for approval to increase student fees. The college plans to use some of the student fee increase to fund college-wide technology priorities. (III.C.1)

Guam Community College does not have an integrated institutional software program that integrates administrative and student systems. The college has issued a vendor request for proposal (RFP) for an integrated software system and will form a committee to evaluate vendors and products. After review of available products, the committee will make a recommendation to the college administration and then to the Board of Trustees regarding the purchase of an integrated software system to serve all facets of the college's data needs. (III.C.1).



The TAC will use the process they have established to set policy to communicate required student outcomes throughout the programs offered by the college and to link these outcomes to the technology master plan. Assessment is on-going and the process takes time to fully implement. (III.C.2)

## **Conclusions**

Guam Community College meets the Standard III.C as evidenced by interviews and planning documents including the draft technology master plan and the strategic master plan. They have put much effort in developing the draft Technology Master Plan and integrating the plan with the college's Strategic Plan. The lack of adequate and stable funding is a priority that they continue to address with the local government.

## **D. Financial Resources**

### **General Observations**

In general, Guam Community College meets the criteria as set forth in Standard III, Fiscal Resources. The college has made substantial improvements to its fiscal position since the last accreditation study. Funding continues to be unpredictable from the Government of Guam to the college. As Guam continues to slowly recover from the economic downturn of previous years caused by two earthquakes and two typhoons, Guam Community College is stabilizing its budget as well. The College is diligent in seeking funds from Guam Government through annual budget requests.

### **Findings and Evidence**

The institution relies upon its mission and goals as the foundation for financial planning.

The Guam Community College's mission statement in part states that the college must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity. Annual audit reports receive the highest opinion possible from the college's external auditors. Quarterly fiscal reports are presented to the Board of Trustees. (III.D.1)

Through an institution-wide budget process, campus leaders, including department chairpersons and program managers, and deans participate in the annual budget process. The budgets are department driven; however, there exists a disconnect between the departments of the college. Overall college budgetary needs are not communicated broadly across all staff and departments. At times the lack of communication is in part due to an extremely short timeline set by the government of Guam in the timeframe it sets for the college. For example, in December 2005 the government required that the college submit budget requests within two weeks. Many faculty were on vacation at the time. The normal timeline provides more time for input from the college community. (III.D.1)

The institution continues to take steps to plan for the unpredictability of its funding sources to address institutional priorities. The college has worked closely with the government to address the funding inconsistencies. Guam Community College is proactive with the government and in doing so received additional appropriations to assist in stabilizing funding. Guam Community College has become the model government institution on Guam for fiscal management and accountability. (III.D.2.)

Guam Community College developed a process to manage and track the institutional budget to address early in the budget cycle any potential fiscal challenges.

Financial information is provided throughout the institution. Quarterly financial reports are submitted to the Board of Trustees. While cash flow has been an issue for the institution, additional appropriations from the government have enabled the college to stabilize the cash flow fluctuations. College staff monitor cash on a weekly basis and takes steps to hold back on expenditures temporarily when appropriate.

Revenue from student tuition and fees and auxiliary operations are held in a non-appropriated fund. College budgetary needs that are not met by the GovGuam allocation are prioritized and brought to the Board of Trustees for expenditure approval. A proposed increase to student fees will assist in funding capitol projects. (III.D.2)

The college budgets for the annual debt service on one loan for the new High Tech Building. There are no other long term liabilities. The college has no responsibility to pay for its share of unfunded retirement costs. The Government of Guam has this responsibility. The college, however, discloses this liability annually in its independent audit report. The liability is derived from an actuarial study of post retirement benefits. (III.D.2)

Guam Community College procures property and liability insurance. The college also purchased typhoon insurance through funding from a FEMA grant. (III.D.2)

The college received the highest audit opinion, an unqualified opinion, on its annual external audit for the last several years. (III.D.2)

## Conclusions

Guam Community College has met Standard III.D and done a superb job addressing and dealing with the significant economic challenges of the island and the devastation caused by two typhoons in six months. The financial position of the college is stable. Fiscal resources are severely limited, yet the college maintains fiscal integrity demonstrated through cash flow reports, quarterly fiscal reports, annual audits, and budget to actual reports.

## STANDARD IV LEADERSHIP AND GOVERNANCE

### General Observations

Since the last team visit, the Board has allowed the administration to work in closer collaboration for the betterment of the College. The shift from the College Council to a shared governance model of participation through the Faculty Senate is a sign of progress being made. The college has implemented an assessment process, and the Board and President have expressed commitment to that process and have participated actively.

This Board has made a real difference in providing leadership and direction for the College. Within the last few months, two Board members have been appointed by the Governor and regularly scheduled meetings are now conducted.

Meeting with both the faculty and classified unit representatives established that communication between the units and college administration and Board of Trustees is good. The faculty unit is much more integrated into campus planning and decision making than the classified group. Neither unit voiced any major concern with their access to information and their relationship with administration and the Board.

Leaders of the student organization, COPSA, which included the student member of the Board of Trustees, were very positive about their experience at the college and their access to the president and other leaders. Although student involvement in many of the major plans and decision making efforts is very limited and in some cases nonexistent, as evidenced by the lack of student membership on accreditation teams, student leaders feel that their issues are heard.

### Findings and Evidence

#### A. Decision-Making Roles and Processes

The institution is committed to excellence and demonstrates this through its involvement in college-wide assessment. Board members, college administration, faculty, staff, and students that were interviewed all expressed their understanding and commitment to the mission, values, and goals of the college. The newly implemented assessment process provides a means for institutional evaluation and review, planning for improvements, and campus-wide involvement in the decision making processes. (*Institutional Strategic Master Plan; Mission Statement; Board Policy 306*) (IV.A.1, IV.A.2)

While decision-making processes are informal, faculty, staff, administration, and students are encouraged to share their ideas with the college leadership. A shared governance model is being considered. This model creates a role and structure for the Faculty Senate and links the Senate to a proposed Shared Governance Council. If approved by the Board of Trustees, the Council will provide faculty representation. A similar model needs to be

developed for student and classified input into decision making on campus. (*March 1, 2006 Faculty Senate Committee Report*) (IV.A.3)

Faculty have primary responsibility for curriculum development, identification and assessment of student learning outcomes, program and course improvement. Currently, the administration and Board of Trustees rely primarily on the advice of the Academic Affairs Council, a faculty committee, for curriculum recommendations. (Evidence: Faculty Handbook; (Evidence: BOT Policy Manual; Faculty Handbook; ISMP; Interviews with administration and staff) (IV.A.2.b)

The College Affairs Council meets five times each year as a body of the whole. Reports from administrative leaders and committees are provided. In reviewing the minutes of the last two years, the team found an emphasis on reporting, rather than dialogue which would lead to planning or decision-making. Aside from the College Affairs Council, no formal governance structures are in place at this time. Informal processes of communication and dialogue exist between the administration and various constituencies. (College Affairs Council minutes; Interviews; Shared Governance Model) (IV.A.3)

The previous accreditation self-study, the current accreditation self-study, the interim report, and the reports on substantive changes provide evidence that the institution complies with Accrediting Commission standards, policies, and guidelines. The college responded in an exemplary manner to the recommendations from the previous accreditation report. In addition, the college is in compliance with U.S. Department of Education regulations for vocational funding. (*Mid-term report; Correspondence with AACJC; VTEA Plan; Classroom visitations*) (IV.A.4)

The Board of Trustees, administrators, and the Foundation participated in assessment of their function and roles. These assessments are available on the assessment website and through the Office of Assessment. The President and Board of Trustees discussed their assessments with the college and indicated that the process was helpful to them. How these assessment tools improve the governance processes is unclear. (*BOT First Assessment Report; BOT Second Assessment Report; President's First Assessment Report; President's Second Assessment Report; Interviews with BOT; President*) (IV.A.5)

## **B. Board and Administrative Organization**

The Board of Trustees has a policy manual; however, the effective date of many of the policies indicates that they have not been reviewed and/or updated in many years. Board Policy 100 adopted the mission statement. Board Policy 306 established the assessment process now being used to assure the quality, integrity, and effectiveness of student learning programs and services. Board Policy 455 outlines the selection process for the College President. Board Policy 288 and various Board resolutions direct the president to act to address financial crises and/or issues. (IV.B.1, IV.B.1.a, IV.B.1.b)

Members of the governing board are appointed by the governor of Guam and confirmed by the legislature. The positions are reserved for public, business and industry, labor, and student representation. At least two members must be women. The appointment process has resulted in an incomplete board for some period of time. The team found evidence of this in the number of meetings that had to be canceled due to lack of quorum. A full board is now in place. (IV.B.1.d)

As an independent board, actions are final and not subject to the action of any other entity. Policies consistent with the mission statement are adopted, as evidenced by Policy 306 and Policy 100. (IV.B.1.b)

The Board Policies and By-laws are made public in the Board Policy Manual. Board resolutions are consistent with Board policy. New board members bring increased energy, enthusiasm, and commitment. Board policies need to be reviewed on a routine basis to ensure currency and appropriateness of the policy.

New board members were informally oriented as to the function and operation of the Board. The Board recognizes the need for more formal board development activities and training. The comment was made that the lack of funding has hampered training, but Board members realized the importance of the training and especially for new members. The Board did not indicate strong knowledge of student learning outcomes and assessment and its relationship to accreditation. (Interview with Board) (IV.B.1.f)

Board Policy 306 established the assessment process, in which the Board participates. The Board has assessed itself on a regular basis since the policy was approved. Board assessments are recorded in two volumes and are available for public review. (Board of Trustees First Assessment Report January 2003; Board of Trustees Second Assessment Report December 2005). The Board has adopted a code of ethics, Board Policy 115, dated December 1994. (IV.B.1.g)

The Board approved the accreditation self-study; however, members of the Board did not seem to be well versed on the Commission standards and were not directly involved in the development of the study, other than the sign-off of the documents. The Board conducted its own self-assessment as part of the overall college assessment process, which it set in motion by adopting Policy 306. (IV.B.1.i, IV.B.1.g)

The Board understands its role as policymakers working as a whole to support the institution. The team reviewed the written Board policies that describe the process to be used to search, select, and delegate authority to the college president. The president has been evaluated utilizing a survey twice in his six-year tenure, as recorded in the *President's First Evaluation Survey Report* in July 2001 and *Assessing Our President: Second President's Evaluation Report*, which was dated August 2005. The evaluations included an opinion survey that was completed by all constituencies. At the president's request, the assessment outcomes were made public. Both published reports are very positive concerning the president's leadership.

## Conclusions

The college has a Board and a president that are working together collegially. Both have a strong commitment to work together for the betterment of the college. The Board and president have shown their commitment to the new assessment process by participating directly in their own assessment and by funding the TracDat system. The new spirit was evident in talking with other constituencies around campus.

The Board has not had the opportunity for formal training due to limited funding. Board policies are in need of review and updating to meet the challenges of the institution. The move toward formalizing shared governance processes is commendable, and the team sees this vehicle as one of the critical paths to advance the college.

The dialogue between the Board and the president is open, supportive, and aligned with the college mission. The public has access to the Board and is able to communicate concerns. The president's style is to use one-on-one dialogue in communicating with the constituents on campus. More formal and traditional models of communication are now being established in support of shared governance.

The new assessment process, which the Board approved, is built around student learning outcomes. While the Board members were not conversant on the specifics of student learning outcomes, they are committed and supportive of the work the college has begun. The president is fully aware and supportive of the effort.

The Board adopted the mission statement. Members of the Board expressed their commitment to the college mission and their support of the current efforts toward continuous improvement. The president echoed the same commitment to the mission and to the improvement processes the college has begun through its ongoing student learning outcome assessment efforts.

The Board has demonstrated its support and commitment to the ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation by adopting a Board Policy to ensure that assessment is in place. Moreover, the Board participated in its own evaluation processes, as part of the improvement assessment. The president, likewise, led the way by making public his own evaluation in order to encourage ongoing assessment efforts.

The Board and president funded the TracDat system, which is the organizing tool for defining student learning, providing programs to support that learning, and evaluating how well learning is occurring.

The Board and president are open and forthright regarding the conditions and future of the college. Financial exigencies, facility challenges, environmental issues—these are

examples of the hard conversations that the Board and president openly acknowledge and engage.

### **Recommendations**

- 2 The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes of the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standards IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)
  
- 4 The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the college. Provision should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies. (Standards IV.B.1.e, IV.B.1.f, IV.B.1.g)





EVALUATION REPORT

GUAM COMMUNITY COLLEGE

Post Office Box 23069

Barrigada, Guam 96921

A Confidential Report Prepared for the  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited  
Guam Community College on March 14-16, 2000

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# SUMMARY OF THE GUAM COMMUNITY COLLEGE EVALUATION REPORT

Submitted by: Dr. Clyde M. Sakamoto, Evaluation Team Chair

A ten-member team visited Guam Community College (GCC) between March 13-16, 2000, to validate its Self-Study. The Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges selected team members from institutions in California, Hawaii, and the Republic of Palau.

GCC is situated on island of Guam; an unincorporated territory of the United States located about 3,800 miles west of Honolulu. The college began in 1959 as Guam Trade and Technical High School and was established as GCC in 1977 by Public Law 14-77. GCC is the only community college on Guam. The college functions as part of the executive branch of the Government of Guam and is governed by a Board of Trustees appointed by the Governor.

The GCC community including its Board of Trustees and legislators were well acquainted with the purposes of visit and the Self-Study procedure. The team met with faculty, staff, students, trustees, and community leaders who indicated their familiarity with the process. The Self-Study candidly reported in the college's progress and deficiencies.

The team noted significant initiatives to meet student needs on campus and at the satellite high schools. The team also observed numerous examples of effective and enthusiastic teaching and learning. GCC's computer and telecommunications technologies commitment is noteworthy and commendable. Excellent examples of GCC-private sector and community-based partnerships are additionally evident. Students have successfully performed in regional marketing, tourism and automotive competitions. Students achievements in these arenas are reflective of educational improvements at GCC. Competent, dedicated, and committed faculty and staff abound. Strong legislative support acknowledging GCC's responsiveness to the island's vocational educational needs and economic constraints was apparent.

Additionally, the team found pieces of a comprehensive assessment system already in place. Some of these parts include a revitalized curriculum development and evaluation process, the establishment of the long-awaited NIAS (National Institute for Administrative System) database, general administrative reviews of faculty plans and contributions, and surveys of feedback from various constituents related to their satisfaction with GCC programs and services.

In contrast to notable and important progress, the lapses in responsiveness to the recommendations by the previous teams posed serious concerns. Despite specific recommendations related to a variety of assessments, the absence of systematic reviews of educational programs, student services, and overall institutional

effectiveness continues. The responsibility for and contribution to assessment must be assumed by all segments of the institution. The team concluded that this primary and conspicuously missing component for institutional improvement should serve as the basis for its overarching recommendations.

### **Major Recommendations**

- 1. In view of the absence of a response to the previous teams' recommendations and the importance of establishing a systematic assessment procedure for educational programs, student services, financial programs and physical facilities, the team recommends that such a comprehensive system be developed and implemented over the next year. The educational program review should identify educational quality through the identification of learner outcomes. (Standard One, 1, 2, 3, & 4; Standard Two, 8 & 9; Standard Three, A1, 2, 3 & 4; Standard Four, A.1, C.3, 4, D.1, 2, 3, 5, & 6; Standard Five, 3 & 4; Standard Eight, 4 & 5; Standard Nine, A1, 2 & 4; C.4).**
- 2. In light of the persisting difficulty with systematic assessments and evaluations of programs, services, and personnel, the team recommends that staff development be provided for the college community to clarify the importance of regular reviews as a process for continuing improvement and the necessity for the Board of Trustees, administration, and faculty to be appropriately involved in these processes. (Standard Three, B.1 & 3, C.3; Standard Five, 6, 7, & 8; Standard Seven, B.1, 2, 3; C.2)**
- 3. In exercising its oversight responsibility, the team recommends that the Board enforce its policies concerning program review and develop or strengthen policies related to assessing the Board's as well as the college's effectiveness (Standard Ten, A.2)**

In addressing these major recommendations, the team urges the college to review the related recommendations, suggestions, and considerations in the following Standards.

## INTRODUCTION

GCC is situated on island of Guam; an unincorporated territory of the United States located about 3,800 miles west of Honolulu. The current population, estimated to be over 163,000, consists of Chamorro (43%), Filipino (23%), other Asian (7%), other Pacific Islander (5%), Caucasian (14%), African-Americans (2%), and all others (6%).

Guam Community College began in 1959 as Guam Trade and Technical High School and was established as GCC in 1977 by Public Law 14-77. GCC is the only community college on Guam. The college functions as part of the executive branch of the Government of Guam and is governed by a Board of Trustees appointed by the Governor.

GCC has recently revised its mission statement but continues to generally view its mission as the island's provider of workforce training and economic development. Through its Mangilao campus and four satellite high school programs, the college served 1,791 secondary, 2,004 post-secondary and adult education, 255 continuing education, and 129 apprenticeship and work experience students in Fall 1999. The last on-campus high school class of 41 students will complete its program in Spring 2000 semester. The secondary program will continue in GCC's four satellite high schools. The student body reflects considerable diversity and the general profile of the island's population: Chamorro (45%), Filipino (27%), other Asian (10%), other Pacific Islander (10%), Caucasian (4%), and all others (4%).

Two measures of student outcomes were cited as the bases for the college's institutional effectiveness: course completion rates, which improved from 58.9% in Fall 1994 to 68% in Spring 1999, and program or associate degree completers whose rates have doubled and vocational certificate completers whose rates increased by "more than half" over the last five years.

In Fall 1998, GCC employed 71 main campus faculty, 26 satellite high school faculty, 112 adjunct faculty, 95 support staff, and 25 administrators. Approximately 70% of all GCC employees are members of ethnic minorities.

The team found the college well informed and prepared for its visit. The Self-Study openly displayed the institution's achievements, progress, challenges, and weaknesses. The college staff to the team provided effective, appropriate and gracious assistance in facilitating meetings, numerous class visits, access to files and other materials, and general entrée to the GCC community. Students, faculty, staff, and administrators volunteered their respective views, enthusiasm, and concerns with a clear interest in improving the college.

The Tea observed a combination of factors pointing to a pivotal period of college development over the next few years:

- o Economic Challenges: economic and workforce development needs apparent on Guam
- o Presidential Transition: present search for retiring President's replacement

- o Entrepreneurial Initiatives: evidence of increasing partnerships with private and public sectors
- o Unique mission at GCC: includes High School and Community College Students (Last group of GCC High School students on campus in Spring 2000)

## I. Responses to the previous team's recommendations

### STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING, AND EFFECTIVENESS

*1. The college's mission statement, preamble, philosophy, and goals should be included in a consistent fashion in the college's publication – in particular, the Catalog. Also, mechanisms should be established to communicate the directions of the college as related to the mission statement to the campus community as well as to the community as a whole.*

The college has published its mission statement, philosophy, and goals in the Catalogues and other publications since 1994. "The directions of the college" have also been communicated through a variety of documents, including its Mission Millennium, Ten-Year Master Plan, 1996-2006. On January 5, 2000, subsequent to the publication of the Self-Study, the Board approved the revised mission statement.

*2. As part of the development of its Ten-Year Master Plan, the college should take steps to ensure that a mechanism for periodic review and updating of the plan is established.*

The college has acknowledged that no formal process for updating the plan has occurred. However, the team noted significant planning occurring in curriculum, program development, and other areas.

*3. The college should conduct on-going, systematic institutional research to measure its institutional effectiveness. Program reviews should be conducted for each educational and student service program at least every five years.*

While the college has recently installed a new student information system (NIAS), on-going, systematic institutional research does not occur at this time. A program review program process piloted in 1996 was found to be cumbersome and abandoned.

### STANDARD TWO: EDUCATIONAL PROGRAMS

*1. The college, within the next year, implement, evaluate, and refine its newly developed curriculum planning and development process and its newly developed program review and evaluation system, including the supporting data collection, in order to ensure a relevant, dynamic and quality instructional program.*

The college implemented a new streamlined curriculum process and handbook in Fall 1999. Since its inception, 50 curricular actions have reached the Academic Affairs Committee for approval. Of these, this body has passed 40. Faculty remains involved as authors with review and approval at the department and the Academic Affairs Committee level. Faculty and administrators report that the process is working very well.

However, program reviews are not occurring despite several mandates and attempts to institutionalize these reviews.

- 2. The college, within the next year, reviews its diplomas, certificates and degrees offered to ensure that all required courses are offered and that students have the opportunity to complete their entire program within reasonable period of time.*

An informal analysis of the programs, using the student enrollments, completion of data, yearly program plans, and student surveys, by program heads and department chairs will be more formalized when information from the newly installed NIAS system is available. To help students complete in a timely manner, course substitutions, practica, and individualized projects are used. However, these are not always programmatically sound, and students may still have to wait in some areas (e.g. Medical Assistant) until enough students are ready to fill an advanced course.

- 3. The limited general education program of the college be more fully developed and/or coordinated with offerings provided by the University of Guam.*

During Spring 1999, a review of the general education courses by faculty was undertaken and two additional courses were added to the list of approved general education courses. The present catalog lists 43 general education courses. The college continued efforts to articulate its general education courses with the University of Guam (UOG), but progress is very slow. GCC accepts general education courses from UOG as appropriate.

- 4. The college extends its services and programs in the community by strengthening, coordinating, and publicizing the opportunities provided by its Community and Continuing Education program.*

The Community and Continuing Education program continues to expand as it meets community and regional needs through enrichment courses such as the Tour Guide Certification Training Program, Hospitality Institute, Pacific Region Vocational Teachers Education Academy, contract training, and industry related workshops. In fiscal 1999, 886 people enrolled in its programs compared to 796 in fiscal 1998. Programs are publicized through businesses and industry groups and to the general public via newspaper, brochures and other appropriate media.

### STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

- 1. The college establishes a systematic mechanism by which students of all parts of GCC become aware of and express their needs for support services, which will be of value to them.*



A comprehensive student services needs assessment has yet to be completed. Through reorganization in 1999, the School of Student Development was incorporated into School of Technology and Student Services. This School assumed the responsibility of monitoring and publicizing the activities of the Campus Life and Project AIM programs.

- 2. The college provides the leadership to evaluate the need for and, if appropriate, redesign support programs to better meet the changing needs of students and the community.*

Although a needs assessment system or process has yet to emerge, the team acknowledges the college's efforts at realigning student supporting services to better serve its students. This recent realignment brings a dean, associate dean, the heads of Project AIM and Campus Life Office, and two full-time faculty together to provide leadership to address student needs and evaluate corresponding support services to meet those needs. The new School of Technology and Student Services provides counseling, financial aid, tutoring, student organizations, advising, disability assistance, admissions and registration services and new student orientation. In addition and under the same School, Project AIM, Developmental Education, Service Learning and the English as a Second Language program assists academically challenged and under-prepared students.

- 3. The college provides leadership in securing resources to support the sports program for the Vocational High School Students attending GCC campus.*

This program will be phased out at the end of this year and the college's need to support a sports program will be reduced to support of GCC's campus-based sports program.

#### **STANDARD FOUR: FACULTY AND STAFF**

- 1. The college should consider increasing its efforts at improving the teaching effectiveness of its faculty by reducing its heavy reliance on adjunct faculty, by expending a greater portion of its faculty professional development funds on education and training designed to improve the teaching effectiveness of its faculty, and by exploring a variety of other means to improve the teaching effectiveness of adjunct faculty as well as full-time faculty.*

With the impact of numerous faculty members taking advantage of the early retirement incentive program, the college currently relies heavily on adjunct faculty...many of whom were former full-time, recently retired faculty members called into service to fill vacant positions. While the previously dedicated \$50,000 for professional development continues, there is little evidence that a greater proportion of these funds have been specifically devoted to or resulted in improving teaching effectiveness. Additionally, there is no evidence that the prior team's recommendation regarding attention to strengthening adjunct faculty teaching skills has been addressed.

- 2. The college should take steps to demonstrate its commitment “to the educational benefit of diversity through its staffing” by updating and implementing an affirmative action plan which recognizes the need to increase the number of females in upper level management and the need to increase the number of Micronesian faculty members.*

Although, the Board adopted an Affirmative Action Plan in April 1980 and Policy in March 1994, a procedure for implementing this policy and assessing the college’s progress has not been developed.

## **STANDARD FIVE: LIBRARY AND LEARNING RESOURCES**

- 1. Access to internal and external funding sources should be enhanced so the library collection may be expanded, in coordination with curricular development, to a level appropriate for the size and purpose of the institution and so new technologies may be utilized to access information resources available through the University of Guam and other data bases.*

While hard copy components of the library remain limited, external funding has permitted the college to purchase print and multimedia resources. External funding from Title III and Vocational Education Act has allowed the library to acquire the Dynix (computer-based card catalog) system and related computer hardware and software. Other electronic resources have been acquired which support curricular needs. Internet connections at the college facilitate access to the UOG library.

- 2. The college should make use of the Library Advisory Committee, or some alternate means of communication, and raise the awareness of adopted formal procedures for integration of curriculum planning with collection maintenance and development. Additionally, the college should develop stronger professional relationships between the library staff and instructional faculty.*

The Learning Resource Committee (composed of instructional and library faculty) now meets regularly to review and recommend college policies concerning the Learning Resource Center and the Instructional Technology Center. It also provides advice on collection development. Further, instructional departments are encouraged to schedule meetings in the library to discuss collection development in their respective areas. The Librarian assisted in the development of the Ten-Year Master Plan and this has improved integration of new curricular development with learning resources.

- 3. The college should consider entering into written agreements with the Guam Public School System regarding library support for GCC curriculum offered at high schools, and with the University of Guam regarding GCC student and faculty access to the University’s library materials.*

General memoranda of understanding exist between GCC and the Public Schools regarding shared use of learning resources other than print materials. The Self-Study indicates plans are developing to electronically deliver documents to the four DOE high schools where GCC holds classes. Vocational faculty recommends acquisitions for the

DOE schools libraries and the GCC Learning Resource Center in support of the college courses. Informal agreements between librarians from GCC's Learning Resources Center, the UOG Library and the Guam Public Library allow faculty and students to access holdings in the different sites. At the time of the Self-Study, formal agreements were in development.

## **STANDARD SIX: PHYSICAL RESOURCES**

- 1. The college needs to continue its efforts to implement the New Campus Master Plan and begin the new campus development as soon as economically feasible.*

GCC responded to previous recommendations adequately through the completion of the Conceptual Master Plan 1999 that serves as a plan for facilities development for the next 10-15 years. The college has opted to leverage the land in Barrigada to fund the facilities improvements at its present site rather than seek new funds to build a completely new facility on this undeveloped site.

- 2. The college needs to develop a Facilities Master Plan for the present campus, establishing a process involving students, faculty, and staff to assist the administration in identifying and prioritizing facilities requirements.*

Limited funding has hindered progress in facilities maintenance, renovation and development. However, there is discussion related to "leveraging" the newly acquired property in Barrigada to generate revenues to meet the college facilities needs. Among other opportunities for input, student (voting), faculty (nonvoting) and staff (nonvoting) involvement is provided through representation on the Board.

- 3. The college should complete a Memorandum of Agreement with the GPSS (Guam Public School System) on facilities requirements and maintenance at high school campuses.*

The college also completed a detailed update of the Memorandum of Agreement with the Guam Department of Education in 1999 to operate vocational programs in public high schools. This agreement delineates the responsibilities of both parties for maintaining facilities and providing custodial services.

## **STANDARD SEVEN: FINANCIAL RESOURCES**

- 1. The college should work closely with the Government of Guam to insure release of funds on a timely basis to Guam Community College based on the approved allocation of appropriated funds.*

The release of funds on a timely basis has improved. However, since Summer 1999, the college has experienced difficulty in obtaining the release of appropriated funds from the Government of Guam. After expenditures have been incurred by the college, the Government of Guam has reduced the funding level and withheld funds from the

college. The college has resorted to borrowing funds from the Non Appropriated Fund category to fund the shortfall.

2. *The college must complete the preparation and certification of Financial Statements dating back to FY 1988-89 by the close of FY 1993-94 to insure the institutions financial records and internal control processes are current.*

The Financial Statements for FY 1998 and FY 1999 were completed and recently sent to the auditors for certification. This effort to bring the financial statements up-to-date reflects the college's commitment to continue upgrading the financial system and disseminating fiscal information on a timely basis.

## **STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION**

1. *Governmental interference in college governance must be eliminated. In 1987, the Western Association of Schools and Colleges placed GCC on "Probation" and stated: "Guam Community College will remain on probation until it demonstrates to the Commission that it is in compliance, that authority for appointment and assignments of administrative and academics staff is properly vested in the chief executive office and governing board, and that government will not interfere with the operation of the college by circumventing such duly constituted authority." PL21-59 appears to have circumvented such duly constituted authority.*

The institution was formally placed on probation in June 1994 due to "concerns over the apparent lack of Trustee control, a situation created by Public Law 21-59." The interference related to issues of appointment and assignment of administrative and academic staff. The college was removed from probation in August 1994 after appropriated governmental legislation returned authority to the governing board.

2. *Specific plans should be developed and implemented, including the role of support staff, to encourage and provide a more consistent, better understood, and meaningful decision making and governance process.*

Since the visit by the previous team, the GFT/BOT (Guam Federation of Teachers/Board of Trustees) Faculty Agreement and the GFT/BOT Support Staff Agreement have been renewed. In each case the affected groups have non-voting members on the Board of Trustees. The team observed active participation of both groups in the deliberations of the Board.

3. *The Board should adopt a formal evaluation process.*

After discussions on the topic with members of the Board of Trustees, it is fully recognized that they do not yet have such a process in place. The Board has recently completed training sessions in this area through the assistance of Association of Community College Trustees, and they intend to develop such procedures in the near future.

# EVALUATION OF GUAM COMMUNITY COLLEGE APPLYING THE 1996 WASC ACCJC STANDARDS

## STANDARD ONE: INSTITUTIONAL MISSION

### OBSERVATIONS

The Self-Study describes considerable discussion and development of a revised mission statement beginning in 1995, with the preparation of the Ten-Year Master Plan. Two separate attempts in the last five years were made to review and revise the mission statement, each involving members of the college community as well as representatives of the larger community. Apparently, the project foundered not over issues of substance but over the issues of language. However, a statement was ultimately approved by the Board of Trustees on January 5, 2000, after the Self-Study was written. It is adapted largely from the proposed mission statement in the College's Ten-Year Plan.

Standard One expects a mission statement to define the students the institution intends to serve, as well as the parameters under which programs can be offered and resources allocated. The Board resolution adopting the statement identifies the students as "Guam's youth and adult student clientele," for whom the college provides "secondary and post-secondary educational programs, adult and continuing education, community education, and short-term specialized training." The mission statement itself emphasizes the college's intent to be Guam's lead agency in workforce training, education, and economic development. Taken together, the new mission statement and the accompanying Board resolution convey a general sense of the college's scope of programs and services. The mission statement by itself, however, is fairly general. (What does it mean, for example, to be Guam's lead education agency "in all ways"?)

Standard One also expects the mission statement to drive institutional planning and decision-making. Given that the old statement was seen as inadequate and the new one not yet developed, the updated mission statement has not yet guided the college over the last few years. On the other hand, the team was able to verify that the college community shares a common vision of the college as a place that continues to focus primarily on vocational education and workforce development. The new statement attempts to make this point clear. It does not represent a major shift in direction for the college.

### CONCLUSIONS

Notwithstanding the delay in crafting a statement, discussions with both faculty and administrators supported the conclusion that the mission of the college remains clearly focused on vocational education and workforce training, with a growing emphasis on economic development. It remains to be seen whether the new mission statement assists in the planning process and effectively communicates the mission to the larger community.

In its January 2000 resolution adopting the mission statement, the Board of Trustees directed the college to reexamine the mission statement by "a date certain." The team understands that this will occur in January 2003 and strongly suggests that this review take place as directed. Such a review might consider at least two questions:

- 1) How effectively does the statement convey the mission of the college, both to the college community and the larger community?
- 2) Does the statement drive institutional planning and decision-making?

## **RECOMMENDATIONS**

(See major recommendations #1)

## **STANDARD TWO: INSTITUTIONAL INTEGRITY**

### **OBSERVATIONS**

Campus and satellite high school personnel and students as well as community leaders were interviewed, college documents reviewed, and classes observed to assess the congruence between policies published and programs and services offered. Key policies examined included: academic freedom—GFT/BOT Faculty Agreement (1996), affirmative action (1980 Plan), and the Student Conduct Code published annually in the Catalog.

The team commends the college for representing itself clearly, accurately and consistently in its regular publications, its Annual Report and its catalog. With the exception related to student access to required courses, student feedback indicates that they are generally able to plan their courses of study from the materials provided. By disseminating GCC materials to the community, maintaining active advisory committees and responding to community concerns, the college actively communicates and interacts with its campus and community constituents.

Although no one office is responsible for updating the college's Web Page, it is a useful innovation and probably should be assigned to a specific office with a set of procedures for updating and monitoring the quality of the information. Further, the team observed that the practice of attaching the college newsletter to paychecks was a very creative way of disseminating college news.

The team verified through a policy review and interviews that the college has no academic freedom policy at the board level. This policy, which fosters the integrity of the teaching/learning process, could incorporate existing language found in the GFT/BOT Faculty Agreement and in the Student Conduct Code. Additionally, it could not be found in the Adjunct Faculty Handbook.

## CONCLUSIONS

The college does not provide a college-wide code of conduct that incorporates its entire college population. Students do have a Code of Conduct, which is printed in the Catalog. Faculty has some guidelines in the union contract. Adjunct faculty are not covered – even in the February 2000 Handbook. Academic honesty expectations and sanctions for abuse are printed in the Student Conduct Code.

The Affirmative Action Plan has not been updated since 1980. A faculty member coordinates EEO activities including the interview process and EEO data collection. Staff members who were interviewed reported that they were not aware of any analysis or use of the data for consideration in diversifying the campus staffing composition. The college leadership, however, indicated that representing the island's diversity was an informal consideration in the appointment decisions. Confusion among the staff about where or if the data should be forwarded to other parts of the college or beyond was evident. More than five years ago, there was training regarding Sexual Harassment and a policy was adopted.

## RECOMMENDATIONS

(See major recommendation #1)

4. The college community should develop ethical standards for adoption at the Board of Trustees' level. Such a policy or policies must include academic freedom and should cover professional conduct, including adjunct faculty, and/or a code of ethics. (Standard Two, 2, 3, & 5)
5. Due to confusion regarding responsibilities, the Affirmative Action plan has not been fully implemented since its adoption in 1980. The team, therefore, recommends that the college reviews and fully implements its Affirmative Action plan to promote and ensure equity and diversity in the college community (administrators, faculty and staff). (Standard Two, 6; Standard Seven, D.1, 2, & 3)

## STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

### OBSERVATIONS

GCC has completed the Graduate/Completer and Employee Follow-up Surveys on a consistent basis (1994-1997) and performed the necessary program evaluations for federal grant compliance. These data however do not assess the strengths or weaknesses of institutional effectiveness.

Interviews with Standard Three Self-Study Committee members confirmed that formal institutional review and research did not exist. However, at the informal level, members of the staff conduct performance assessments to respond to the Ten-Year Master Plan. Specifically, when funds for professional development are requested, justifications must relate to the Master Plan. This practice is followed for other program requests. Lastly, all faculties prepare an Individual Faculty Plan for the year. The Program Review pilot project developed in 1995 was abandoned due to the reduction of staff in the Office of Planning and Development. The lack of staff in the research, planning and grants office lessens the likelihood that assessment of institutional effectiveness will occur.

References are made to the Five- and Ten-Year Master Plans and the Conceptual Master Plan as documents that contribute to institutional planning. However, there was no evidence or assertion that these documents were utilized for the purpose of systematic and integrated educational, financial, physical and human resources planning and evaluation to improve programs and services.

GCC is held in high regard as a very productive educational institution. Reports by GCC high school teachers and college faculty indicate that their students successfully completed in regional automotive technology, hospitality and tourism, and marketing competitions. Each year the college publishes an Annual Report that includes information by program, such as degrees and certificates awarded, students enrolled, awards won by students, and other information about programs. This publication serves as a constructive first step in reporting the details of GCC's institutional effectiveness. The faculty and staff echo the similar feelings regarding their contributions to the preparation of students in various career areas. The high school programs are also effective in that the high schools and GCC are able to create early start vocational career paths for students. Through high school and GCC faculty reports, articulation of these programs is evident. However, with the exception of federally funded programs, evidence was not available to verify that the institution systematically collected, analyzed and assessed its institutional outcomes, data as a basis for improving GCC.

## CONCLUSIONS

Through a review of the Self-Study files, the team confirmed a high level of planning activity. However, little evidence of follow-up on the plans or evaluation of their effectiveness was available. At the informal level, GCC appears to intuitively perform institutional assessments in that both faculty and staff recognize the importance of student success. The absence of a broad-based integrated system of research, evaluation and planning to assess outcomes does not necessarily nor fully represent the quality of the institution. To some extent, the quality of the institution may be characterized in its positive community image. Specifically, when students were interviewed, approximately 20, a common theme was repeated. Students were prepared for vocations. In a meeting with nine legislators, they also expressed that GCC was an effective institution capable of preparing residents to meet the workforce needs of Guam. Additionally, team members heard legislators say that GCC was fiscally responsible in responding to the worsening economic conditions of the island.



The addition of a formal program review process and an integrated outcomes system would clearly strengthen the college's accountability.

The team suggests that the college review the human resources requirements in the area of planning, research and development in order to gather data and support broad campus involvement in measuring institutional effectiveness. It is additionally urged that the Board annually review the institutional performance based on the plan for that year and communicate this review to the college constituents.

## **RECOMMENDATIONS**

(See major recommendations #1)

## **STANDARD FOUR: EDUCATIONAL PROGRAMS**

### **OBSERVATIONS**

Guam Community College serves a diverse population at the post-secondary as well as the secondary levels. The college operates as the state agency for both vocational and adult education. The college faculty and staff articulate their mission as educating citizens of Guam and the Pacific Region to be productive members of the workforce on the island of Guam and in the region.

The college's educational programs match the mission. College publications list 34 certificates and 24 associate degrees in occupational fields at the post-secondary level, apprenticeship training in 25 journey worker occupations, adult high school diplomas, developmental programs and GED (General Education Diploma) preparation, vocational high school diplomas in three occupational fields, seven secondary vocational programs at four area high schools, cooperative education at the secondary and post-secondary level, service learning, and credit and non-credit vocational and enrichment courses. Apprenticeship training is offered in conjunction with various private and governmental partners, such as the Guam Contractors Association and Guam Hotel Association. Programs such as English as a Second Language, Project AIM, the Learning Resource Center, and developmental programs in mathematics, reading and writing serve special needs population and regular students.

The educational programs are in transition. The secondary satellite vocational programs are now offered at the four high schools under a Memorandum of Agreement between GCC and the Department of Education. A small number of secondary students are still on the main campus. However, at the end of Spring 2000, the secondary vocational diploma program at the main campus will end. Approximately 26 faculty are employed in the secondary programs. Parts of the seven secondary vocational programs are offered at each of the four high schools. The programs offered result from a review of available space and faculty as well as of community need. Students at George Washington High School, located next to the GC campus, will continue to be cross-enrolled for some vocational programs, such as automotive, which cannot be physically housed on the high school campus.

When the Accrediting Commission reviews the high schools, these GCC programs are reviewed along with the other high school programs.

With the closing of the vocational diploma program at the GCC main campus, that facility will be use for post-secondary programs, adult high school, developmental and GED education, the cross-enrolled courses, and credit and non-credit offerings. The college employs 75 full time and over 100 adjunct faculty at the main campus.

Recently several new programs have been developed and implemented in response to community needs, including two secondary tourism academies, a Tour Guide Training Certification program administered by Community and Continuing Education as well as post-secondary programs in Medical Assisting, Sign Language Interpreting, Education Assistant, Technology Studies, and Family Services. Additions to the curriculum, whether secondary, post-secondary, or adult education, are reviewed to assure consistency with the community workforce needs. General education courses are developed to support vocational programs or student development as potential employees and citizens. Additionally course work has been provided to Guam Telephone Authority and Guam Power Authority and pre-GED programs for low-income housing residents on site. The college also provides basic education, Adult High School and some post-secondary courses at the Adult Correctional Facility under a Memorandum of Agreement with the Department of Corrections. Negotiations are presently underway to provide adult basic education, GED preparation, and Adult High School at Southern High School.

The Community and Continuing Education program serves a variety of credit and non-credit community and regional needs and interests. It offers all courses that are not part of the regular schedule of classes. This program then can respond quickly to community, industry or regional needs pricing the courses at a level that at least breaks even but usually generates revenue for the college. Examples of meeting community needs are the recently developed Tour Guide Certification Training, the Hospitality Institute and the Professional-Technological Institute.

## CONCLUSIONS

Interviews with faculty and staff and review of the supporting materials indicate that the college generally conforms to Standard Four. Records indicate excellent progress in the area of curriculum development and reform. A competency-based curriculum has been the standard since 1992 and is evident in all vocational program areas. A new, more streamlined curriculum process and handbook completed in Fall 1999, now guide's course and program development. The checklist for completing the appropriate forms includes sections on relationship to the mission, goals, and occupational requirements, employment outlook, articulation agreements, target population, and competencies. Additionally, although the program checklist requires information on how the program outcomes and effectiveness will be evaluated, this process has yet to be institutionalized.

Faculty confirmed also that curricular competencies have not been consistently translated into learner outcomes that can be measured and evaluated. Courses and programs that have been adopted and/or revised most recently have competencies that are more outcome-based. The primary outcome measures used by the college to demonstrate student academic performance include: course and program completion rates, grades from teacher-generated evaluations, feedback from advisory committees, community members, student evaluations and surveys. Although the college recognizes that assessments of curricular breadth and student competencies are required, specific plans and assignments have not yet emerged.

Through the curricular revision process, many courses and programs have recently been reviewed and revised. Several efforts have been undertaken to develop and implement a program review and evaluation system. However, despite recommendations from the two previous teams, systematic program reviews are not taking place at this time. Files indicate that some advisory committees meet to provide input on workforce needs and update competency requirements. The Graduate/Completers Survey provides a variety of feed-back from students. Additionally, other pieces of information exist, such as the Annual Program Plans. All of this information is available. However, the pieces are not presently assessed as part of a systematic review of each program's performance. The new NIAS student information system is providing basic data, which could also be analyzed and used to build a foundation and framework for program reviews.

Although the number of students completing programs has risen while the enrollment has remained static, faculty report difficulty with continuing to offer many of the required advanced courses due to the large number of programs offered, relatively small enrollments in many programs, and high student attrition. To avoid delays of several semesters before students can enroll in a course needed for graduation, a course substitution policy has been established that permits "special projects" and practicums to be substituted. However, in some areas, (e.g. Medical Assisting), some students have to wait to take a class if one is canceled due to low enrollment. With notable exceptions, such as the as Early Childhood Education program, the college does not have a consistent method of monitoring student progress through its programs.

Presently the college employs the ASSET placement assessment to place students in appropriate mathematics and English courses. Plans to adopt the COMPASS placement assessment in Spring 2001 are under discussion. Although the degree programs require successful completion of an English and mathematics course, current practice does not require students to take these courses early in their programs. This lack of sequencing results in many students delaying these courses. As a result, they perform more poorly in other classes than they might otherwise. Through the Academic Affairs Committee, faculty are presently considering the issue and preparing a recommendation to establish a sequencing policy.

The college catalog does not include a Liberal Arts transfer A.A. program. General education courses are limited but complement and enrich the vocational programs. Presently 10 General education courses are listed among the 27 courses listed in the catalog as articulated with and transferable to the University of Guam. Articulation

agreements also exist with Hawaii Pacific University and Chaminade University, both in Hawaii. The last two teams have made recommendations that the general education component of the curriculum be strengthened and/or better coordinated with the offerings by the University of Guam. However, reports on articulation of general education with UOG suggest little movement. According to one estimate by a counselor, about 10% of students are expressing interest in being able to transfer their courses to UOG. Presently advisement for transfer students includes the selection of appropriate transferable courses.

Computer equipment, obtained through various grants, projects, and donations is readily available. Considering GCC's extensive vocational program offerings and their increasing technologically related courses and programs, faculty and staff voice a concern over whether state-of-the-art equipment can be maintained for all program areas. For example, programs such as automotive are expensive and need to be maintained at a state-of-the-industry level. Equipping laboratories for the sciences and for technological access is another continuing area of concern. Increasingly individual programs and the college are developing partnerships with local business, government and/or industry, such as Mobil Oil, 3M, Guam Automobile Dealers Association, and the hotel industry, to help with the equipment and technology issues. Faculty and college leadership is commended for inventing these private partner solutions to address these persistent challenges.

## **RECOMMENDATIONS**

**(See major recommendation #1)**

6. The college implements and support an English and Mathematics assessment and sequencing program and insure student access to appropriate courses and permit program completions in a reasonable time. (Standard Four, A.2 & B.1)

## **STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT**

### **OBSERVATIONS**

In general, the team was able to verify that GCC's Student Support and Development Programs adequately met the needs of its students. Admission, academic, social, and refund policies; student conduct standards; complaint and grievance procedures; and individual prerequisites are widely published.

The team observed student support services and interviewed the staff from counseling, financial aid, tutoring, student activities, academic advising, registration services, and a new student orientation arenas. Support Services for academically challenged and under-prepared students, such as tutoring, counseling, transfer information, peer mentoring, computer skills development and language instruction, are provided by Project AIM, Developmental Education, Services Learning and the English as a Second Language Program.

The Self-Study acknowledged that the policy on academic probation, while widely published has not been enforced for several years due to personnel shortages. The

college has switched to the National Institute for Administrative System (NIAS), student information system. Based upon interviews and discussions with the college staff, the NIAS system is now fully operational and is producing timely student academic standing reports and enabling staff to access the student data without leaving their offices.

## CONCLUSIONS

While a wide range of student support services exists, the team could not ascertain the existence of a systemic review and evaluation mechanism that would evaluate all the college's student support services. Staff that the team visited and discussed this issue with acknowledged the absence of a formal and systematic evaluation, but felt content that student data and information reported annually in their Annual Report was sufficient.

Student support services observed and discussed with staff included counseling, tutoring, peer mentoring, computer skill development, English as a Second Language program, and language instruction. Although these services appear to be comprehensive and appropriate for GCC's diverse student population, more coordination between and among these service areas would improve the effective use of resources by students. Such enhanced coordination would additionally present student services as an integrated and coordinated delivery system to students and the community.

The NIAS system, which generates student academic standing and student reports, has improved the reporting capabilities of Student Services. The team commends the college for this improvement.

The new student orientation, conducted at the beginning of each semester, is a worthwhile improvement. However, students are not required to attend the orientation even though it is specifically designed to familiarize them with the campus, student support services and registration. The students' feelings of isolation and inadequate preparation for college life, noted in the Self-Study survey, could be positively impacted if attendance at orientation were required. The college plans to address this problem.

Student involvement in planning and evaluation of student services is primarily through the Council on Post-secondary Student Affairs. Student satisfaction reports are mixed. Some are satisfied with their role in campus decisions and services. Additionally, there is a student representative on the Board of Trustees. The relationship, however, between the student representative to campus student organizations and to the Board of Trustees are unclear. Others voice a concern with the overall lack of satisfaction with student leadership opportunities and information about student activities. Some students feel isolated from the decision-making process. Although few extracurricular activities are available on campus, plans indicated that the college intends to promote more. The college is looking toward expanding student life activities as the high school students leave and the proposed dormitory facilities are built.

In the spring of 2000, the college plans to replace the Test of Adult Basic Education (TABE) as a tool for placement into English classes with the COMPASS test. Based on

information from other community college experiences, the team suggests that GCC examine possible problems due to changing cut off scores, increased testing costs, and the absence of localized norms.

The decentralized nature of student services at GCC makes it difficult to systematically assess the appropriateness, adequacy and effectiveness of the student services program. It does not appear that the overall student services efforts are evaluated on a five-year rotational cycle of general program evaluation.

## **RECOMMENDATIONS**

(See major recommendations #1 & 2)

## **STANDARD SIX: INFORMATION AND LEARNING RESOURCES**

### **OBSERVATIONS**

Library hours are generous. Documentation provided in the team room, however, may have been outdated as it indicated the Library was open 70 hours per week including Saturdays. In discussion with staff, however, it was revealed that the Library was actually only open 65 hours per week and was closed on Saturdays. Computer lab hours appear adequate although students report a need for more computer workstations indicating usage is high. Additionally, documents in the team room verified that the Library has acquisition and weeding policies that are developed which include significant faculty input.

Most decisions regarding the kind of learning resources needed to support the college programs and courses are made at the Division level each with their own set of written plans. While this system allows for maximum faculty input it has often resulted in duplication, incompatible computer purchases and a lack of sharing of existing resources. The college recognizes that a more centralized, campus-wide technology plan that will address collaboration between departments, the library and the numerous computer labs on campus is needed. The Self-Study indicates the college is working to develop such a plan.

Further investigation revealed that the initial phase of the plan development fell within the purview of the Technology Growth Committee that consists of representatives from a cross-section of the college. This Committee was created in response to various technology issues faces the college (including satellite locations) for some time. The Committee was asked to prepare recommendations relating to policies that will guide the institution's technology growth. By February 2000, this Committee had developed the following recommendations: Internet and e-mail ethics, courtesy and respect; use policies and restrictions; student fees; minimum computer competencies for students; employee training; standardization of hardware and software; purchase approval processes; networking; and areas of internal responsibility. This Committee also reached an agreement on other related issues also to be addressed by the Technology Growth Committee.

Additionally, the Committee suggested that GCC utilize a guidebook for developing effective technology plans such as the one prepared by Mississippi State University in the development of its own plan.

The team notes that there is adequate staff and resources (mostly from external sources) available to support Information and Learning Resources in spite of substantial budget cuts to the college. One exception to this otherwise adequate situation was the Management Information Systems Office that experienced such a severe shortage in personnel in the fall of 1998 that maintenance and repairs of computers were severely impaired. This situation led to a crash of the library's system that was not restored for seven months. With the addition of a full-time Coordinator, the MIS Office appears to be better staffed than it was at the time the Self-Study was prepared. One of the first tasks of the Coordinator was to assist MIS to establish a list of priorities for demand on staff time. Problems that now receive immediate attention are those which impact the college's server and those directly related to classroom support.

The college recently installed Internet Service campus-wide via a T-1 server and plans to include expansion to the satellite sites as well.

The team hopes that the technology plan currently under development will address the need to develop an equipment replacement schedule and budget. At the time of the visit, the team could find no mention of such a component of the plan though discussions with staff indicated that this topic had been discussed.

The team verified a lack of security in the various computer labs. A "Tech Ranger" program using work-study students to monitor student use of computer labs was implemented a year ago and has addressed some of the security problems. Due to problems with adequate and available staff for "Ranger" duties, this procedure has not reported consistent success. Therefore, all but one of the computer lab remains locked during non-scheduled hours of operation.

The dilemma currently faced by the college can be found in the fact that the number of computers on campus is increasing dramatically while support staff is not. MIS therefore finds itself under increased and sometimes urgent demand for services. With the addition of a new MIS Coordinator, many on the campus feel that this picture will improve.

## CONCLUSIONS

Generally, the library adequately serves the needs of the students, faculty and programs of the GCC. The college recognizes that an increase in library holdings would put a strain on current space in the library. The Conceptual Master Plan calls for the construction of larger library facilities, but no time frame for construction has been determined.

Overall, the team verified that GCC's information and learning resources and services are adequate to support its programs and activities on and off campus. However, GCC lacks college-wide systematic planning and evaluation of services beyond the department level. The planning agendas for Standard Six, while general and lacking in specificity, call for increasing computer availability for students, additional computer support and the use of the Ten-Year Master Plan to guide departments' upgrading and expansion of learning resources. The Plan, however, fails to address the need for increased security of computer labs, a centralized learning resource plan and the need to complete and implement the technology plan as begun by the Technology Growth Committee. Clearly, it is too early to evaluate the college's efforts in long-range learning resource and technology planning.

The Ten-Year Master Plan: 1996-2006 indicates that the college seeks to develop itself as an "Advanced Technology Institution." It is soon apparent to an observer that the GCC has indeed made many steps in this direction and has indeed identified "key implementation steps" but efforts to date have not resulted in concrete planning or vision. The team urges the college to expedite the completion of the Technology Plan including the development of policies to assure adequate and continual support.

## **STANDARD SEVEN: FACULTY AND STAFF**

### **OBSERVATIONS**

From observations and analysis of the Self-Study and college during the team visit, GCC meets most of the Faculty and Staff Standards. The institution possesses impressive tools such as the Professional Development Fund awarding up to \$50,000 per year to faculty members and the Staff Development Fund at \$30,000 each year for staff and administrators. Interviews with faculty and staff and observations of their performance in classes and labs and at their desks reveal a competent, committed and conscientious community of professionals.

The college employees numbered 217 in Fall 1998. This consisted of 97 faculty (26 are GCC secondary faculty at off-campus satellites), 95 staff, and 25 administrators. Since the data was published in the Self-Study, a significant number of full-time faculty and staff have taken advantage of a retirement incentives program. Some of these faculty members have returned as adjunct part-time faculty as no other qualified faculty and staffs were available. As a result of various economic and budget actions and uncertainties, the President reported that more than 70 vacant positions were currently unfilled. An appeal for the restoration of funding the most critical positions is under discussion with the legislature.

There also appear to be fewer faculty members holding advanced degrees when compared with 1993 data. In spite of decreases in the institution's resources, all reports and interviews suggested that overall morale was high and commitment to students evident. During the team's visit, there appeared to be questions related to whether funds restricted by the government did or did not include provisions for filling essential full-time faculty positions temporarily staffed by adjunct faculty.



The team additionally learned about the innovative and constructive approach to collective bargaining through a workshop which all but one Board member attended along with nine faculties, and nine administrators. This investment in "interest-based bargaining" workshop may possibly shorten the negotiation period and foster a more positive focus. The participating college leaders are commended for this initiative. Long-standing issues such as Equitable Faculty Workloads, Rules and Regulations, and Faculty Appraisal, are expected to be addressed as part of the "interest-based bargaining" process.

## CONCLUSIONS

While criteria and procedures for initial appointments of faculty and staff are appropriate and checklists for continuing faculty goals available, the team could not uncover consistent faculty and staff evaluation processes to assess effectiveness and encourage improvement. Although faculty and administration generally recognize that a more effective full-time and adjunct appraisal system needs to be developed and implemented, there is little evidence of progress. As one example, a Pilot Appraisal System was implemented, modifications proposed, options assessed by faculty, and then stalled. Despite the availability of evidence regarding appropriate responses to previous teams' recommendations for a formal, systematic faculty and staff assessment procedure, the college professional community appeared to be dedicated and enthusiastic. It was finally verified by interviews that the responsibility for educational assessment would be assumed by the vice president for academic affairs.

The team found appropriate personnel policies, procedures, and record security in place. An Affirmative Action Plan with specific steps, assignments, and target dates is available, but no evidence of follow-through exists. EEO responsibilities have been assigned to four staff members. However, the AA/EEO Policy affirmed by Board in March 1994 (Policy 160) still lacks a systematic process for making and evaluating progress in gender and minority appointments that are more reflective of the population the college serves. The data collected are not analyzed to identify underrepresented groups.

The number of administrators and staff relative to instructional positions suggests that the college may wish to re-examine staffing its priority vacancy needs through possible reallocations of positions.

## RECOMMENDATIONS

(See major recommendations # 1, 2, & 5)

7. To take full advantage of the significant professional development resources, the team recommends that a Full- and Part-time Faculty (including staff and administrators who teach) Evaluation System that covers teaching effectiveness, scholarship, service and other respective institutional responsibilities be developed and implemented. (Standard Seven, B.1, 2 & 3; C.1, 2, & 3)

## **STANDARD EIGHT: PHYSICAL RESOURCES**

### **OBSERVATION**

Interviews with students, staff, faculty and administrators indicate that substantial improvements in infrastructure have recently occurred. This includes reliable electrical power and water supplies, disability access, maintenance, campus lighting, and security. Many buildings, however, especially older ones, exhibit considerable corrosion and surface deterioration. Fortunately, building interiors are in good condition.

Students and faculty cite the recent availability of electronic mail and access to the Internet as significant learning improvements. The college offers a reliable campus-networking infrastructure with improved Internet access. The system is scalable to meet anticipated growth in Internet users. Disruptive power and water outages no longer occur. The college cited changes to the power grid distribution infrastructure fronting the college and acquisition of a new 400,000 gallon gravity-fed water storage tank. The storage tank is designed to meet water pressure standards and provide water to a new student dormitory planned for construction.

Substantial progress was made to accommodate students with disabilities. Projects in progress include installing automatic doors and compliant doorknob handles. With an increase in computer labs and classrooms, the ADA coordinator is aware of issues related to assistive technology and online information access. The coordinator cited a need for wider dissemination of available services for the disabled, greater accessibility to the services and increased confidentiality when meeting students. The disabilities services coordinator, whose office is located in the Adult Education department, may better serve the student population if placed closer proximity to other student services offices.

The quality of custodial work was reported to be a concern. Only four of eleven available positions are presently filled in this area. Unexpectedly but happily, several staff and faculty indicated that maintenance services have improved substantially in recent months. This is attributed to the hiring of key supervisors.

Documents and discussions with faculty indicate that college has acquired a huge quantity of computers to provide students with training on current hardware and software. A visit to Southern High also verified this commitment. GCC faculty at Southern was aware that the college had provided the equipment. GCC administration stated that the equipment had also strengthened the high school program.

The team visited Southern High School where facilities and equipment used for instruction were cleaning, well maintained and in good working condition. Students appeared to be working in a healthy and safe environment with proper instructions, precautions and signage provided. However, faculty at another high school (Simon Sanchez) location, mentioned that custodial services were inadequate due to recent retirements.

There are 700 computers on the GCC campus including seven computer classrooms and open labs. Infrastructure issues relating to technology implementation arise when a department decides to acquire and install a computer classroom. Presently, academic departments work together to acquire and maintain computers for instruction. Departments rely on the staff from the Management Information System Office to handle repairs of classroom computers. Faculty troubleshoots and handle minor maintenance. This process is adequate to address computer repair and maintenance since most systems were recently acquired.

The college is aware that after acquisition, attention must be given to maintenance and soon thereafter, obsolescence of computing equipment. The college realizes the need for a planned approach to acquiring, installing, maintaining and replacing computer technology. The Technology Growth Committee, made up of campus-wide representation, has drafted recommendations to address these issues.

Each department has the latitude to specify and purchase classroom and lab equipment. There is no equipment acquisition or replacement plan other than items included in annual budget requests.

An energy conservation policy was recommended in a survey of the campus conducted during the Self-Study. The survey noted a lack of energy efficient lighting and air conditioning systems. Older buildings were not sealed properly, thus increasing heat loss. The present cost of power for the college is approximately \$510,000 annually.

The college has implemented a hazardous material and waste management program. Discussion with AMT (automotive technology) instructors and a walk-through of the maintenance shop verified this. The generation of hazardous waste is minimal, primarily consisting of waste motor oil. Employees are trained to handle hazardous materials and waste.

The Facilities Committee, a subcommittee of the college Affairs Committee, serves as an advisory group for renovation, maintenance and other facilities related concerns. The Committee consists of faculty and administrators and meets on an as needed basis.

Due to budget constraints, special repair and maintenance of facilities are conducted on an as needed basis. Maintenance supervisors maintain work requests logs. Unresolved jobs are used to generate additional budget requests for funding toward the end of the fiscal year.

## CONCLUSIONS

Although the Self-Study stated that the campus is in general disrepair, it is well-equipped with modern interiors; classroom and laboratory equipment, air conditioned classrooms, and, in general, meets the needs for instructional and student services. Building exteriors corrode and weather as a result of the salt spray carried with the prevailing wind in a very humid and warm climate. The maintenance of facilities has definitely been a challenge with a decreasing funding base and a hiring freeze.

The high satisfaction levels observed during interviews with students, faculty and staff indicated that significant progress was recently made with maintenance services and security. The college also actively attempts to correct Americans for Disability Act (ADA) deficiencies and continues to be strongly committed to barrier free access to student with disabilities.

GCC has integrated technology into student learning activities and upgraded computers to increase faculty and staff productivity by acquiring a substantial quantity of current computer hardware and software. The college, however, will soon face maintenance, obsolescence, and replacement issues relating to desktop computers and computer labs. Early completion of the Technology Plan will help resolve this important issue.

GCC maintains a list of fixed assets (inventory) that is used primarily to facilitate the disposal process with the government. The list does not appear to be used when planning for equipment replacement or to monitor how GCC's physical resources are effective in supporting student learning. The team could not find evidence that the college has attempted to review the effectiveness of physical resources on student learning.

The team suggests that GCC consider establishing an energy conservation policy and program to reduce the cost of utilities. The team also suggests that the college may wish to also adopt policies relating to developing minimum standards, purchasing procedures, installing and replacing desktop computers.

## **RECOMMENDATIONS**

(See major recommendation #1)

8. To predictably meet maintenance needs, the team recommends that the college develops and implements strategies to raise the level of funding for campus maintenance and renovation projects. (Standard 8.3, 8.5)

## **STANDARD NINE: FINANCIAL RESOURCES**

### **OBSERVATION**

The on-going economic downturn beginning in FY 1992 continues to adversely affect the college. The college has experienced funding reductions since FY 1993 and delays in receiving its appropriation from the Government of Guam. In addition to this problem during this fiscal year, the college experienced significant funding reductions mid-year. Recent retirement incentive and the voluntary separation programs have resulted in vacancies in critical areas and loss of funds for those positions. Efforts to restore funding for critical positions are being conducted to assure a minimum staffing level to enable the college to meet student and community needs. The Government of Guam has implemented a new financial system in FY 2000, which has thus far been unable to provide decision-makers with information relating to the availability of funds. Consequently, appropriation and restoration funding problems continue.

To offset the funding difficulties, the college is attempting to become more entrepreneurial in the delivery of continuing education classes and special projects to businesses and specific populations. These programs are considered self-sufficient with incentives to generate revenue. A part of these revenues cover overhead costs and the balance is reserved for future use.

The framework for the college's financial planning is reflected in the Ten-Year Master Plan. However, to meet funding uncertainties and reductions, the college has implemented short-term actions, including keeping positions vacant, delaying the hire of positions, using more adjunct faculty, reducing equipment and supply purchases, and deferring maintenance. Also, due to the magnitude of the proposed reduction for FY 2000, the college is proposing an increase in student fees, preparation for reduction-in-force and other cost saving measures.

College management personnel are provided with monthly financial reports, staffing reports, and a comprehensive fixed asset inventory report, all of which are used in budget development. Administrators, faculty, and staff have opportunities to participate in the budget development process, but only a minority of these groups agrees that the budget is aligned with institutional planning goals and priorities. Additional access to information for program managers will be available with the extension of the local area network and resulting access to the database. The Board of Trustees is provided with an annual financial statement and monthly financial information is available. Plans for dealing with financial emergencies include reducing personnel and implementing financial priority recommendations.

The efforts of the Business and Finance Office include implementation of standards for contracts, increasing account receivable collections, fixed asset inventory, and timely distribution of financial reports.

## CONCLUSIONS

The team found adequate financial management, documentation and control procedures in place. However, a comprehensive financial plan, addressing short-and long-term requirements to meet institutional plans, would better enable the college to meet fluctuations and delays in funding. A formal review would provide the mechanism to link and analyze programs and services to improving financial planning.

The uncertainty of funding levels and timing of reductions has made planning difficult for the college. The college has responded by implementing short-term cost-reduction strategies. The team understands the college's appeal to the government to create a more predictable budget process. This cash flow management issue must be resolved to enable the college to regain control of decisions regarding its financial resources and, by extension, its institutional priorities. The college must continue working closely with the Government of Guam to secure the appropriate and timely release of its higher education funds.

Continuing short-term reductions will adversely affect all programs of the college. This prolonged economic downturn requires the college to consider adjusting and/or reducing funding in appropriate areas. A comprehensive review of college programs and operations should be conducted to determine priority areas that will enable the college to meet its mission and serve students and the community,

This Standard expects that the various constituency groups of the college should be involved to provide input to align the financial plans and budget with institutional planning goals and priorities. Involvement of the various college groups and dissemination of information will also improve communications and understanding of college requirements and needs. As a corollary to their involvement in budget development, faculty and staff are expected to participate in the subsequent and on-going efforts of assessing the effectiveness of the financial planning and budgeting process. Reports to the government providing assessments of the college's contribution to developing a trained workforce and supporting the island's economic development should be integral parts of these publications. Such data may be useful in securing more adequate and timely funding from the government.

## **RECOMMENDATIONS**

(See major recommendations # 1)

9. Given the Government of Guam's current financial position, the team recommends that the college take appropriate steps to plan for the unpredictability of its funding sources to address its institutional priorities. (Standard Nine, A.1, 2, & C.3)

## **STANDARD TEN: GOVERNANCE AND ADMINISTRATION**

### **OBSERVATIONS**

Reviews of Board of Trustee materials reflect numerous changes in the composition of the Board since the previous accreditation visit. Both faculty and staff contracts currently provide for direct, although non-voting members on the Board. Additionally, there is now a voting student member of the Board, elected on an annual basis by the student body. These three representatives appear to have the general respect of the Board and participated fully in the meeting that was observed.

The present Board understands its role in the direction and oversight of the college. Although there are experienced Board members, other members acknowledge their limited experience in and knowledge of Board operations and procedures. The Board has undertaken regular monthly training retreats, with help from the Association of Community College Trustees (ACCT), to learn the details of their individual assignments. The Board appears to understand its role to include oversight, advocacy, and support of the college without involving itself in daily operations. The Board appeared to be enthusiastic about its charge and responsibility.

Through Board materials and interviews, a firm conclusion could not be drawn as to whether the Board had a clear view of where the college may be at present, where they may want it to go, and how they can help insure that it gets there. An example of this ambivalence is mirrored in the serious institutional effort at updating GCC's mission statement recently approved and delivered by the Board to the visiting team after its arrival. The generality of the statement may not provide much guidance for the college. Is the plan to be a strong technical institution, a comprehensive community college that includes both liberal arts and vocational education, or some other combination of activities? The college's vocational education charter and the revised mission must be reconciled and articulated through broad and collective college/community discussion. The Board should be leading or directing the administration to clarify the college's mission and then galvanizing GCC's constituents around its focus.

The team found Board policies in place that deal with assessment of programs on a 5-year cycle. However, a review of the Board policies did not clearly indicate that procedures existed to insure compliance. Through a cross-section of interviews and discussions as well as a review of the Self-Study files, faculty, staff, and administration have effectively developed plans but have yet to consistently follow-through with analyses, evaluations, and refinements to complete the cycle.

The President of the college has been in office for eleven years and has been an effective advocate for the college and acknowledged academic leader on Guam. His announced retirement and indication of deliberate detachment was intended to support greater independence among GCC's top administrators. It is not clear, however, that his administrative team understands or appreciates this approach. In discussions with various administrators there was a wide variation in their feeling of connectedness with the President in the areas of goal definition, plan development, and the establishment of priorities. As the presidential transition materializes, a communications or meeting routine would assist the coordination required among administrators and other staff.

The team observed that roughly 43 percent of the student body was enrolled in high school satellite programs and the remaining post-secondary (2004), continuing education (255), and apprenticeship (129) students on the main campus with an overall headcount of approximately 4,179 students. Neither the size nor complexity of the institution clearly warrants GCC's broad administrative structure with four vice presidents and other administrators and director level positions. At the same time, support positions for the existing administrators appear to be vacant in many cases due to the current economic situation on the island. While some organizational restructuring has taken place in recent years, the team suggests that the college consider an administrative and staff structure that more appropriately matches the size and complexity of the college. A related concern relates back to the issue of assessment and accountability. Efficient leadership and effective management are difficult to sustain or validate in the absence of supporting evidence, which is systematically collected, analyzed, organized, and presented, yet another reason to urgently devise a comprehensive assessment system. As noted in the Self-Study, the concept of institutional governance is a confusing issue for a number of administrative team members, and hence there are feelings of not actually participating in the governance

structure...while faculty feel that their role is reasonably well defined and effective. There is no faculty senate, although there is a committee called the College Affairs Committee, which serves some of the functions that might come under the purview of a senate. It was expressed that faculty are generally unfamiliar with the senate concept and what it would mean for them. Concern was also expressed that faculty at the high school sites were not included sufficiently in governance, due in part to their teaching schedules and off-GCC campus locations. However, it was also noted that attempts to adjust meeting schedules or moving to a representative system for the high school faculty have also been unsuccessful and that perhaps many of these faculty are not interested in governance issues at this time.

Staff of the college are likewise represented on the Board of Trustees by a non-voting member whom they elect annually.

Students have a role in institutional governance with an elected member to the Board of Trustees, although there is some concern that awareness among students of their ability to participate in areas of governance was not as widespread as it should be.

## **CONCLUSIONS**

With the following exceptions, the Governance standards reviewed by the team have been generally met. The team could not find support for the standard that the Board fully ensured high quality or confirmed that institutional practices are consistent with institutional mission and policies. As no evidence of a formal assessment of college operations was available, the team concluded that the college did not comply with Board Policy that requires program review and implies broader formal assessments of institutional effectiveness.

Validated both through conversations with Board members, faculty, staff and administrators and through the documentation provided, the broad area of governance within the area of Institutional Administration and Governance appears to have been met.

Within the arena of Institutional Administration, the team indicated reservations concerning both the size of the administrative structure relative to the purpose, size, and complexity of the institution as well sustaining the effective and efficient qualities alluded to in B.3. given the lack of follow-through in the areas of assessment and validation of institutional and program outcomes.

## **RECOMMENDATIONS**

(See major recommendation #3)

10. As recommended by the previous team, the present team urges the Board of Trustees to continue its efforts with ACCT's support to expeditiously establish a formal process for evaluating its performance (Standard Ten, A.5)



**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES**

**EVALUATION REPORT**

**GUAM COMMUNITY COLLEGE  
P.O. BOX 23069, GMF  
Guam, MI 96921**

**June 23, 1994**



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

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June 16, 1994

John T. Cruz  
President  
Guam Community College  
P.O. Box 23069 GMF  
Guam, M.I. 96921

Dear President Cruz:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting of June 13-14, 1994, reviewed the institutional self study report and the report of the evaluation team which visited Guam Community College on March 15-17, 1994. The team report and the institutional self study submitted by the College reflect notable progress and improvement. The Commission commends Guam Community College for its strengthened faculty, curricular improvements, progress in facility development and planning, and its strong Board.

Regretfully, in light of undeniable progress in some areas, the Commission must express its dismay and deep concern over a threat to the integrity of the institution. Public Law 21-59, which placed all administrative staff and faculty of Guam Community College under the control of the Guam Civil Service Commission, removes from the Board of Trustees the authority to determine the qualifications and classification of its administrative and academic staff. If left unchanged, this situation will subvert the ability of the Board of Trustees to manage the affairs of the College as required by the Standards for Accreditation. Because the Board of Trustees now lacks the required authority over the most crucial of decisions, the selection and classification of academic employees, the Commission has acted to impose probation, effective immediately.

The College is placed on probation until it demonstrates to the Commission that authority for appointment, assignment and classification of administrative and academic staff is properly vested in the chief executive officer and governing board, and that government will not interfere with the operation of the College by circumventing such duly constituted authority. Upon presentation of a report demonstrating that these conditions have been met, the Commission will remove probationary status and reaffirm accreditation. The Commission will review the situation in six months, and if no progress is achieved, a show cause order will be considered. Clearly, if appropriate authority is not restored to the Board of Trustees, the accredited status of Guam Community College will be in jeopardy.

John T. Cruz  
June 16, 1994  
Page Two

The Commission's policy on probation states:

When an institution fails to respond to conditions imposed upon it by the Commission, including a warning, or when it deviates significantly from the Commission's eligibility criteria, standards, or policies but not to such an extent as to warrant a show cause order or the termination of accreditation, it may be placed on probation for a specified period of time. While on probation, the institution will be subject to special scrutiny by the Commission, including a requirement to submit periodic prescribed reports and special visits by representatives of the Commission. If the institution has not taken steps satisfactory to the Commission to remove the causes for its probation at the end of the specified time, the Commission will issue a show cause order. The accredited status of the institution continues during the probation period.

It is the sincere hope of the Commission that the Government of Guam will act promptly to restore necessary authority over academic and administrative staff to the appropriate authority, the Board of Trustees.

Sincerely yours, ,



John C. Petersen

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cc: Governing Board Chairperson  
Maria Diaz, Accreditation Liaison Officer  
Michael Rota, Team Chairperson  
Evaluation Team Members  
ACCJC Members

UNIVERSITY OF HAWAII

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Office of the Chancellor for Community Colleges

May 10, 1994

Dr. John Petersen  
Executive Director  
Accrediting Commission for Community and Junior Colleges  
P.O. Box 70  
Aptos, CA 95003

Dear John:

Attached you will find the Evaluation Report for Guam Community College. The Report was reviewed by each of the members of the visiting team and President Cruz had the opportunity to suggest corrections of fact. I spoke with President Cruz last week and he felt that the report was an accurate assessment of the present situation at Guam Community College.

The College community was well prepared for the team visit. The faculty, staff, and students we met with were familiar with the self-study process and the resulting report and with our visit. The self-study report was well written and an accurate reflection of the current state of the institution. However, it was not clear that College has developed plans to address the issues which were highlighted during the self-study process. Rather than describe a plan to address issues within each of the eight ACCJC accreditation standards, a separate section at the end of the report describes general plans in nine areas which appear to be related to directions established in the 1989 College Master Plan.

It was clear to the Visiting Team that the College has made major progress in a number of important areas since the last comprehensive visit in 1989. The College has developed a mission statement and long range plan which clearly identifies its primary mission as a postsecondary institution. All of the key institutional leadership positions are filled by qualified individuals on a permanent basis. While there continue to be instances where communication within the College is problematic, similar to many institutions undergoing major change, there have been new processes and communication vehicles established to foster increased communication between students, faculty, staff, administration, the Board of Trustees, and the public. In 1989, the dilapidated state of the facilities and equipment presented problems both to the delivery of quality instruction and to the health and safety of students, faculty and staff. An extensive program of facilities renovation and equipment renewal has successfully resolved most of the problems in this area. In short, the College is much improved since 1989.

There is, however, a major problem, which if left unchanged, calls into question the ability of the Board of Trustees to appropriately manage the affairs of the College in a manner consistent with the autonomy called for in Standard Eight of ACCJC Standards for Accreditation. In 1993, the Guam Legislature passed

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Public Law 21-59 which placed all administrative staff and faculty of Guam Community College under the control of the Guam Civil Service Commission. This action removes from the Board of Trustees the authority to determine the qualifications and classification of its administrative and academic staff. Public Law 21-59 is currently in effect for administrative employees and will take effect for faculty when the existing collective bargaining agreement expires in 1995.

The College administration and the Board of Trustees recognize the problems this law creates and have sought to have Guam Community College removed from its provisions. A bill to remove GCC from Public Law 21-59 has been introduced in the Guam Legislature and testimony as to its importance has been presented by the College.

During our visit to GCC, Dr. Jack Bessire and I met with the Education Committee Chair, Senator Madeleine Bordallo. During our discussion, we pointed out the difficulties placing all administrators and faculty under civil service provisions could create in the future operation of the College, and I reminded her that in 1987, the College was placed under probation by ACCJC for a situation which is similar in nature to that established by the implementation of Public Law 21-59. Although currently there is not a stand-off between the Board of Trustees and members of the administration, as was the case in 1987, that potential exists and will be magnified when the faculty are brought under the provisions of Public Law 21-59 in 1995. Senator Bordallo was not optimistic that the bill would be passed unless the current situation resulted in the possible loss of accreditation.

The Team is of the belief that it is for critical steps be taken to restore the authority of the Board of Trustees over administrative, and faculty positions as soon as possible. Therefore we have recommended that the College be placed on probation until it demonstrates to the Commission that it is in compliance with its 1987 stipulation, "... that authority for appointment and assignment of administrative and academic staff is properly vested in the chief executive officer and governing board, and that government will not interfere with the operation of the college by circumventing such duly constituted authority."

I discussed the preliminary Team findings and specific recommendations with President Cruz prior to the Team's exit meeting with the College community. He was in satisfied with the with the results of the visit and the Team report. I also spoke with the Chair of the Board of Trustees, Dr. Richard Tennesen. I let him know that the Team was impressed with the significant progress made a the College since the last visit, but that we were quite concerned about the provisions of Public Law 21-59. He indicated the Board shared our concern and was anxious to have the law changed, and that they could understand the Commission's position if probation were reinstated.

In closing, let me thank you and your staff for selecting the members of the visiting team. They all came well prepared, they handled their assignments in a responsible and professional manner, and they functioned as a responsive team. I will be happy to serve with any them on any future team. Please feel free to call me if you have any questions on Report or our recommendations.



Michael T. Rota  
Vice Chancellor for Academic Affairs

## TEAM MEMBERS

Mr. Michael Rota, Chair  
Vice Chancellor for Academic Affairs  
University of Hawaii Community Colleges

Ms. Susan Moses  
President  
College of Micronesia - FSM

Dr. Jack Bessire  
Assistant Superintendent/  
Vice President for Instruction and  
Student Services  
Monterey Peninsula College

Ms. Patricia O'Brien  
Dean Community/Occupational Education  
American River College

Dr. Dean Colli  
Dean of College Services  
Modesto Junior College

Mr. Ivan Propst  
English Instructor  
Northern Marianas College

Mr. Glenn Farrell  
Financial Aid Director (Retired)  
Valley Vocational Adult School

Mr. Michael Unebasami  
Vice Chancellor for Administrative Affairs  
University of Hawaii Community Colleges

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**EVALUATION REPORT**  
**GUAM COMMUNITY COLLEGE**

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Post Office Box 23069  
Guam Main Facility  
Barrigada, Guam 96921

A Confidential Report Prepared for the  
Accrediting Commission on Community and Junior Colleges

This report represents the findings of the evaluation team that visited  
Guam Community College on March 15-17, 1994

Michael T. Rota, Team Chair

Report of ACCJC Evaluation visit March 15-17, 1994

## SUMMARY OF THE EVALUATION REPORT

**NAME OF INSTITUTION:** Guam Community College

**CHAIRPERSON OF EVALUATION TEAM:** Michael T. Rota

Guam Community College was visited March 15-17, 1994 for a comprehensive validation of its accreditation status by an eight member team. The visiting team was comprised of four individuals from California, two from Hawaii and one each from the Federated States of Micronesia and the Commonwealth of the Northern Mariana Islands. Using the Self-Study prepared by the College based upon the AACJC standards adopted in 1990, the Visiting Team members reviewed the extensive materials organized in preparation for the visit, interviewed faculty, staff and students, and visited several off campus sites.

The College community was well prepared for the team visit. The faculty, staff, and students we met with were familiar with the self-study process and the resulting report and with our visit. The self-study report was well written and an accurate reflection of the current state of the institution. However, it was not clear that College has developed plans to address the issues which were highlighted during the self-study process. Rather than describe a plan to address issues within each of the eight AACJC accreditation standards, a separate section at the end of the report describes general plans in nine areas which appear to be related to directions established in the 1989 College Master Plan.

It was clear to the Visiting Team that the College has made major progress in a number of important areas since the last comprehensive visit in 1989. The College has developed a mission statement and long range plan which clearly identifies its primary mission as a postsecondary institution. All of the key institutional leadership positions are filled by qualified individuals on a permanent basis. While there continue to be instances where communication within the College is problematic, similar to many institutions undergoing major change, there have been new processes and communication vehicles established to foster increased communication between students, faculty, staff, administration, the Board of Trustees, and the public. In 1989, the dilapidated state of the facilities and equipment presented problems both to the delivery of quality instruction and to the health and safety of students, faculty and staff. An extensive program of facilities renovation and equipment renewal has successfully resolved most of the problems in this area. In short, the College is much improved since 1989.

There is, however, a major problem, which if left unchanged, calls into question the ability of the Board of Trustees to appropriately manage the affairs of the College in a manner consistent with the autonomy called for in Standard Eight of ACCJC Standards for Accreditation. In 1993, the Guam Legislature passed Public Law 21-59 which placed all administrative staff and faculty of Guam Community College under the control of the Guam Civil Service Commission. This action



Report of ACCJC Evaluation visit March 15-17, 1994

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removes from the Board of Trustees the authority to determine the qualifications and classification of its administrative and academic staff. Public Law 21-59 is currently in effect for administrative employees and will take effect for faculty when the existing collective bargaining agreement expires in 1995.

In 1987, the College was placed under probation by ACCJC for a situation which is similar in nature to that established by the implementation of Public Law 21-59. At that time, a senior administrative position was granted civil service status through legislative action. This resulted in the College President and the Board of Trustees being unable to direct and control the actions of an important member of the college management. Unfortunately, circumstances developed in which substantial disagreement arose between the individual holding that senior administrative position and the College administration. The loss of control by the Board of Trustees over the actions of that individual resulted in an unmanageable condition which eventually resulted in ACCJC probation. Although currently there is not a similar stand-off between the Board of Trustees and members of the administration, that potential exists and will be magnified when the faculty are brought under the provisions of Public Law 21-59 in 1995.

It is critical that steps be take to restore the authority of the Board of Trustees over administrative and faculty positions as soon as possible.

## INTRODUCTION

The College is located on the island of Guam, an unincorporated territory of the United States. Guam, the largest and most populated island between Hawaii and Japan, covers approximately 209 square miles and is located approximately 3,800 miles west of Honolulu. There is a resident population (1992 estimate) of approximately 145,000, which consists primarily of the native Chamorro population (47%) and Filipino (25%). Approximately 35 percent of the population is below the age of 15. Although GCC's primary service area is the island of Guam, it is frequently called upon to assist in meeting needs throughout all Micronesia, a vast region of more than 2,000 islands spread over an ocean area the size of the entire continental U.S.

What is now Guam Community College (GCC) began in 1959 as Guam Trade and Technical High School. In 1977, Public Law 14-77 established the college and transferred Guam Vocational Technical High School from the Department of Education to the new college and assigned the institution the overall responsibility for vocational education on Guam. Under this mandate, the purposes of Guam Community College are to:

- Establish technical, vocational and other related occupational training and education courses of instruction aimed at developing educated and skilled workers on Guam;
- Coordinate vocational-technical education programs in all public schools;
- Establish and maintain short-term extension and apprenticeship training programs on Guam;
- Award appropriate certificates, degrees, and diplomas to qualified students; and
- Serve as the Board of Control for vocational education.

GCC is a public tax-supported institution which operates within the executive branch of the Government of Guam. The college is governed by a seven member board of trustees appointed by the Governor and confirmed by the Legislature.

Out of this history has evolved an institution which represents a unique organizational model among those institutions accredited by the Accrediting Commission for Community and Junior Colleges. GCC combines a vocational technical high school, adult basic education, and occupational postsecondary education within a single organizational entity. The GCC president also functions as the state director for vocational education and the administrator for apprenticeship training for Guam.

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The college has been located on its present twenty-two acre site since 1966. There are twenty-nine buildings covering a total of 263,552 square feet. With the exception of a new building added in 1992, the facilities range in age from fourteen to twenty-one years in age. Since 1989, the college has invested more than \$2 million in facilities renovation and reconstruction.

According to the College 1993-94 catalog, students are able to enroll in over forty courses of study which are job related, including preparation for a wide range of occupations requiring less than a bachelor's degree. The GCC also offers courses of study to prepare students for transfer to four-year colleges and universities with advanced standing in professional and technical degree programs. In addition, a variety of community service and special programs are offered, including: English as a Second Language, Adult Basic Education, General Education Development preparation and testing, and an Adult High School Diploma program.

Fall 1993 enrollment in College sponsored programs was 4,812 students; 2,355 were enrolled in the post-secondary certificate and degree programs and in the adult high school programs offered by the College; the remaining 2,457 students were in secondary vocational programs. More than 75% of the students enrolled in the post-secondary and adult programs take classes offered in either late afternoons, evenings, or on Saturdays. A key characteristic of the College is the diverse ethnic composition of the student body, with more than seventeen different ethnic groups being represented. The principle ethnic groups in the postsecondary programs include: Chamorro (42%), Filipino (24%), White (8%), Chinese (5%), and Korean (5%).

In addition to the programs offered on the GCC campus, classes are also offered at four high schools on the island. Of the 2,457 students in the secondary vocational programs, 736, (30%) are enrolled in programs at one of these four high schools.

The College community was well prepared for the team visit. The faculty, staff, and students we met with were familiar with the self-study process, the resulting report, and with our visit. The President's staff was very efficient in responding to the Team's requests, thus allowing the Team members to meet with a broad cross-section of administrators, faculty, staff, and students during our limited visit to GCC. In addition, visitations were made to many classes on the GCC campus and most adult education classes offered at Kennedy High School. These visitations provided the Team with the opportunity to validate the accuracy and thoroughness of the self-study process and the resultant report.

The Team not only had the self-study report as a source, but also a well organized file of supporting reports, plans and other documentation. The self-study report was well written and an accurate reflection of the current state of the institution. However, it was not clear that College has developed plans to address the issues which were identified during the self-study process. Rather than describe a plan to address issues within each of the eight ACCJC accreditation standards, a separate section at the end of the report describes general plans in nine areas which appear to be related to directions established in the 1989 College Master Plan.

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## RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS EVALUATION TEAM

### STANDARD 1. Institutional Integrity, Purposes, Planning, and Effectiveness

GCC is encouraged to make mission clarification a high priority, to accelerate the five-year study which addresses the matter and to move to achieve congruence of vision and develop a comprehensive mission for the College.

In 1989 the College adopted its five-year master plan (1990-1995) which called for the development of a mission statement. In 1990 the Mission Statement Committee comprised of faculty, administrative, and community representatives developed the current mission statement.

Progress has been made in the delineation of the high school and postsecondary programs although further work in this area is still needed. It is clear that the College is assigning increasing priority to its postsecondary responsibilities. However, there exists a need for the College to communicate its intended directions both internally and externally.

As the self-study recommends, GCC is encouraged to fully staff and support the Planning and Development Unit it has established.

A Planning and Development Office has been established and staffed under the Department of Administrative Services. This office has recently produced a document entitled, *Proposed Framework for the Development of a Comprehensive Planning System* which defines the planning function of the College and proposes eight (8) guiding principles of planning at the College which support the involvement of all levels of administrators, faculty, staff, trustees, students, alumni, business/industry representatives, and other interested individuals in the planning process.

The College is advised to devise appropriate means for postsecondary faculty and students to participate in mission and goals clarification and the planning process.

The *Proposed Framework for the Development of a Comprehensive Planning System*, prepared by the newly established college Planning and Development Office proposes a process which defines the involvement of all levels of administrators, faculty, staff, trustees, students, alumni, business/industry representatives, and other interested individuals in the planning process.

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## STANDARD 2. Educational Programs

The College should consider the adoptions of a program review and evaluation policy which would call for the formal assessment of each major education program at least once every five years.

A Task Force has done extensive work to develop such a system. However, the proposal has not yet been officially adopted. It appears that the system will be ready for implementation in fall of 1994.

The College should evaluate the scope of curricular offerings at both the postsecondary and secondary levels to assure that the students have the opportunity to enroll in courses (art, health, physical education, etc.) which will broaden their educational background.

The College has not yet addressed this recommendation.

The College should continue the recently established practice of student evaluation of courses and teachers both at the postsecondary and secondary levels, and take steps to assure that all courses, both on-campus and off-campus, are covered by the evaluation.

Student evaluation occurs only at the post-secondary level. No plans exist to implement this practice at the secondary level.

The College should explore ways for postsecondary and secondary faculty, both full-time and part-time to meet together for program planning, curriculum development, and course and program articulation.

The College has established governance days in the academic calendar for this purpose. Eight one-half days are scheduled in the 1993-94 school year for full-time faculty participation. Presently, only a few part-time faculty participate. Limited course and program articulation is evident to date.

The College should review the composition, appointment and use of the Academic Affairs Committee to insure that mechanisms are in place to enable the Committee to function effectively.

The Academic Affairs Committee (AAC) has been functioning more effectively since the last self-study and has participated in the review of the curriculum. However, the overall functions and composition of the AAC do not appear to have been clarified.

**STANDARD 3. Student Services and the Co-Curricular Learning Environment**

**The college should consider the adoption of a program review and evaluation policy which would call for the formal assessment of each major student support service at least once every five years.**

A formal assessment of entire Student Services Division (SSD) did not take place until 1993 at which time the College established a new table of organization which replaced the SSD with the School of Student Development. This change essentially added Academic Services and Work Experience Education to the existing Division and added the position of Dean of Student Services which was filled in September of 1993.

**The College should explore ways to increase the participation of postsecondary students in a program of student activities and in campus governance.**

The Council of Postsecondary Student Affairs (COPSA) was formed in October of 1993 and is currently functioning as a representative body with elected officers, faculty sponsor, money raising projects and offices in the cafeteria.

**The College should assess the extent to which the distribution of student services between the day and evening is appropriate and take steps to reduce any identified disparity of service.**

The College acknowledges that they have not sufficiently addressed this issue. The vocational high school students, because they are on campus more hours of the day, still have the greater access to service from various sections on the GCC Campus. The newly appointed Dean of Student Services has placed service delivery as one of his highest priorities to meet the needs of students.

**STANDARD 4. Faculty and Staff**

**The College should develop a method of broadly disseminating knowledge of vacancies in the support area so that all support staff know of existing vacancies and have opportunities to apply.**

The College has responded to this recommendation by posting vacancy announcements at various places on the campus and by distributing vacancy announcements to all departments and sections of the College. Some staff indicated that they were still not aware of vacant GCC positions and agreed that it would be helpful if the job titles for vacant positions were listed in the bi-weekly newsletter which is attached to staff's paycheck.

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The College administration should explore better ways to communicate with all staff, in light of a variety of schedules, so faculty and support staff are aware of progress being made on policies, facilities, and other critical areas.

Communication with staff has been improved through the use of a bi-weekly newsletter (*Chalani*), issued from the Office of the President, and attached to each College employee's paycheck. Newsletter items are actively solicited from College staff by the Assistant Director for Communications and Promotions.

The College administration should assure that rules and regulations regarding selection of candidates are utilized in recruitment and selection of candidates, to ensure compliance with state and federal regulations of equal opportunity hiring practices, and to ensure the required collection of data on staffing patterns for compliance purposes.

The College consistently follows an established practice for recruiting and selecting candidates and plans to develop written procedures for such practices. Data regarding staffing patterns were collected and presented in the current self-study and the Personnel Department has entered such data into its data base and now updates this data base as new employees are hired.

It is recommended that the College regularly review and update College personnel policies and practices with the participation of a representative staff committee.

A Rules and Regulations Review Committee was formed last December and consists of two administrators, two support staff, and two faculty members. The recently-hired Personnel Director has requested that he be added to this committee, which has been meeting regularly. The work of the committee will be a revision and update of the GCC Interim Rules and Regulations completed in 1987 but not yet approved by the Guam Civil Service Commission.

It is recommended that the College plan for and annually budget professional development programs for all staff levels, building on the current request for staff development in the 1989-90 budget.

This recommendation has been thoroughly addressed as the Board of Trustees has approved \$50,000 for faculty professional development and \$20,000 for support staff professional development in FY 1994.

It is recommended that the College evaluate the composition and purpose of the College Advisory Committee to make it a more representative body which meets regularly to provide input and advice to the President. This should be facilitated by providing for release time or other arrangements to allow full participation from faculty, staff, and students.

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The College response to this recommendation was that there is no College Advisory Committee. However, the College does have a College Affairs Committee (CAC) which "is responsible for faculty involvement in the non-instructional activities which affect the instructional programs." Detailed activities of the committee are listed in the Board/Union Contract for Faculty. The contract, however, does not define the committee's relationship with the President in regard to providing the President with input and advice. No change has been made in the CAC since the last accreditation visit.

**STANDARD 5. Library and Learning Resources**

**The College should evaluate the functioning of the Library Advisory Committee, and clarify its purpose, membership, and support.**

The College reports that the Library Advisory Committee has not met since the 90-91 school year and that, due in part to continued contention between the instructional faculty and the administration over a new location and facilities planning for the library, there has been faculty reluctance to serve on the Committee. There is a contractual obligation with the faculty for the Library Advisory Committee to exist as a part of the Academic Affairs Committee (AAC) process. Dialogue with instructional faculty, library faculty and staff and the administration did not indicate any progress in this area, either with regard to clarifying purpose, membership and support or with regard to reconvening the Committee's activity.

**The College should consider incorporating into its long-range planning, a sub-plan which addresses the College's future need for learning resources.**

The College reports that the issue of long-range planning for learning resources is being addressed through the *Comprehensive Instructional Development Plan, Activity II, Title III, 1993*. The activity described within the Title III document appears to be limited to expanding and integrating the use of instructional technology, which includes on-line access from across campus to GCC collection catalogues and the Internet. While these plans are considered a positive move forward, this plan is not viewed as addressing the future need for learning resources in a comprehensive way.

**STANDARD 6. Physical Resources**

**The administration and staff should explore ways to improve the existing facilities while also continuing planning for a new or added facility.**

It is clearly evident that the College has made repairs to campus facilities a priority. In addition to the construction of a new library/classroom facility, major renovations either



completed or in progress have resulted in a vastly improved physical plant. In its efforts to improve facilities, the College has made safety of facilities an equally high priority with the hiring of a Safety Administrator. Corrective actions have been taken to address all of the violations cited in the highly critical 1990 Department of Occupational Safety and Health (DOSH) report.

**The College should provide off-campus facilities with proper maintenance and equipment resources in order to ensure equality of programs with those offered on campus.**

GCC continues to deliver vocational education and adult education programs at public high schools throughout the island. The College has partially addressed the recommendation relating to off-campus facilities. While equipment provided to off-campus programs has increased tremendously, maintenance and daily cleaning of off-campus facilities remains a problem. The College has not been able to successfully negotiate a memorandum of agreement with the Guam Public High School System (GPSS) delineating the responsibilities of the GPSS and Guam Community College in the maintenance and cleaning of GPSS facilities.

**The administration should investigate ways of bringing facilities up to standards by correcting safety problems such as inoperative fire extinguishers, inadequate ventilation system in the auto shop, among others.**

In its efforts to improve facilities, the College has made safety of facilities an equally high priority with the hiring of a Safety Administrator. Corrective actions have been taken to address all of the violations cited in the 1990 DOSH report.

**The administration should consider involving the facilities planning committee including faculty, support staff, and student where appropriate, in any renovation of the gymnasium and utilization of that facility for activity programs.**

The recommendations relating to the renovation of the gymnasium and the implementation of the Facilities Maintenance Plan have not been implemented. The renovation of the gymnasium is not a College priority and, therefore, no action has been taken in planning for this renovation.

**The Facilities Maintenance Plan developed by the college should be implemented.**

The College has decided not to implement the Facility Maintenance Plan.

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## STANDARD 7. Financial Resources

The College should make full use of the available fiscal processes that the Government of Guam has developed, e.g. the budget request process, the multi-level appeal process, the transfer of funds process, and the capital request process to make its ongoing needs known and to respond to the changing needs of the institution.

The College has upgraded the staff of its business office and is now making the full use of the Government of Guam's established fiscal processes.

The College has made significant improvements in its fiscal operations. The College has a much better grasp of its financial situation, and while some problems still exist with outstanding financial statements back to FY 1988-89, the College is committed to stabilizing its financial position once its financial statements are brought up to date and certified.

The College should continue its efforts to computerize its accounting records, and pursue the preparation of timely and accurate reports to support the planning and assessment processes of the College.

The College has successfully implemented the computerization of fiscal operations and reports are produced in a more timely manner.

The College should initiate a long-term financial planning process taking into account all of its sources of financial support.

The College has not yet initiated the long-term fiscal planning process called for in this recommendation. However, the *Proposed Framework for Development of a Comprehensive Planning System* includes a financial planning model as an integral part of the plan.

The college should develop an institutional budgeting process which is collegial in nature, identifies institutional priorities, and evaluates the extent to which resource allocation practices reflect those priorities.

The College has successfully implemented an institutional budgeting process which is collegial in nature.

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## **STANDARD 8. Governance and Administration**

The Board should make administrative stability a high priority to assure that GCC can address critical issues possibly long-delayed because of leadership turnovers.

The President had provided stable leadership for five years, while the Dean of Students position had remained vacant for over a year; the position has been filled. The Board issued a six year contract to the President, and it was apparent that this led to stability that allowed GCC to address critical issues.

The Board and administration should take advantage of the participation of the student trustee and the two non-voting representatives to improve communications and to promote full representative governance.

GCC believes that the representatives have contributed greatly to improve communication. A student trustee was recently appointed to a regular board seat, and she confirmed that she had been meaningfully involved. The student trustee serves with full voting rights on the board. The non-voting representatives (from the faculty and classified staff of the College) were clearly involved in board discussions as observed while attending a board meeting.

The President of GCC should develop a regular college newsletter, as recommended in the self-study to respond immediately to concerns about communications.

The College has appointed an Assistant Director for Communications and Promotions, and a monthly newsletter, Chalani, reports campus events and progress on initiatives.

The newsletter is a regular publication as is a campus bulletin. Furthermore, faculty and staff generally reported that communication had been significantly improved.

That the College, having made the decision regarding appropriate priority of postsecondary educational services, should work to devise appropriate strategies for postsecondary student and adjunct faculty participation in College governance matters.

The College established designated governance days to provide time for increased adjunct faculty participation in governance. In addition, the students have formed the Council on Postsecondary Student Affairs. As a result the students were represented on college committees. In addition, the appointment of the new Dean of Student Services was reported to allow for greater student participation.

The Visiting Team found that governance days are, in fact, scheduled and provide duty-free time for faculty to participate in governance matters. While some faculty elect to participate in these days, it was not clear how many adjunct faculty actually attend. Since

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the time is scheduled in the afternoons, it may be difficult for many adjunct faculty to attend because of conflicts with their other full-time jobs. It was also evident that many full time faculty elect not to participate in governance days.

Students have become involved in governance and at the time of the visit were busy preparing for Chamorro Week and for Community College week. Students were represented on the self study committees.

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## EVALUATION OF THE COLLEGE USING ACCJC STANDARDS

### STANDARD 1. Institutional Integrity, Purposes, Planning, and Effectiveness

#### Observations:

In addition to meeting with appropriate campus personnel, College documents were reviewed and several classes were observed. Key areas reviewed include: Policies regarding academic freedom and affirmative action; the integrity of published information - most particularly, the Catalog; the mission statement and the processes involved in its development; the establishment of planning processes and the involvement of faculty and staff in those processes; and the extent to which the College measures its effectiveness.

#### Conclusions:

A mission statement and an accompanying preamble was developed by a committee and adopted by the Board in 1990. This mission statement has not been consistently included in key College documents - including the most recent Catalogue.

The College has taken steps to implement a long-term institutional planning process as can be seen by the establishment and staffing of the Office of Planning and Development, the Request for Proposal for consultant services to assist in the development of a ten-year master plan for the College, the development of a Title III grant to strengthen planning functions, and the *Proposed Framework for Development of a Comprehensive Planning System*. However, a clear mechanism to ensure periodic review and updating of the College's plans is not currently in place.

Although various components of the College are involved in evaluating the effectiveness of their respective programs, institutional research and program review are not being conducted systematically. A Task Force on Program Evaluation has been established which has produced a draft report outlining procedures for implementing systematic program review. The Management Information System (MIS) Office under the Long-Range Planning and Development Office has not yet been staffed.

The Visiting Team was made aware of instances where a program or individual courses have been included in the Catalogue but are not being offered. The Visiting Team encourages the College to evaluate its process for reviewing key documents, such as the Catalogue, to ensure that these documents are complete, up-to-date, and accurate.

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**Recommendations:**

1. The College's mission statement, preamble, philosophy, and goals should be included in a consistent fashion in the College's publications - in particular, the Catalogue. Also, mechanisms should be established to communicate the directions of the College as related to the mission statement to the campus community as well as to the community as a whole. (1B)
2. As part of the development of its ten-year master plan, the College should take steps to ensure that a mechanism for periodic review and updating of the plan is established. (1C)
3. The College should conduct on-going, systematic institutional research to measure its institutional effectiveness. Program reviews should be conducted for each educational and student service program at least every five years. (1D.1)

**STANDARD 2. Educational Programs**

**Observations:**

Guam Community College is a unique institution committed to high quality programs serving a diverse population at the secondary as well as post-secondary level. It provides certificates in 27 occupational fields and 19 associate degrees at the postsecondary level, adult high school diplomas, vocational high school diplomas in eight occupational fields, developmental programs and GED preparation, cooperative education at the secondary and postsecondary level, and credit and non-credit vocational and enrichment courses under its Community and Continuing Education program.

Courses and programs are offered on the main campus both day and evening and in several high school facilities on Guam. Apprenticeship training is provided in conjunction with three apprenticeship organizations on Guam: the military ship repair facility, local government and the private sector. Since 1990 GCC has provided apprenticeship training through government agreement in Kosrae, Pohnpei and the Marshall Islands.

In recent years the College has strengthened its focus on post-secondary education by increasing its full-time faculty from 11 in 1991 to 21 in 1993. Major improvements are evident in new programs and courses that have been developed and the improvements in facilities, equipment and supporting materials (Learning Resources Center, CAD lab, System One Training Center for computerized airline reservation training, etc.). The early childhood and tourism programs have met a significant local need, and instructors have provided community contacts, student advising, and curriculum planning. The Language Institute provides a strong program of ESL, which is clearly needed for the population served. Much progress has been made in many vocational program areas to develop a competency-based curriculum.

### **Conclusions:**

Due to the large number of programs offered, relatively small enrollments in many programs, and heavy student attrition, it is difficult for the College to offer many of the required advanced courses in many programs. Therefore, advanced students may have to wait several semesters to take a specialized course needed for graduation. There is no apparent system for monitoring this situation and ensuring student completion of programs. As a consequence, few students actually complete degrees and certificates. To address the significant problem of student turnover, staff have undertaken a variety of recruitment efforts; however, little attention appears to have been directed towards developing an institutional commitment to improve student retention.

College faculty and staff have participated in extensive efforts to improve its curriculum planning and development process. Roles of individuals and committees involved in the review have been clarified, and forms and process have been provided. The recommended process appears to have considerable support but has not yet been officially approved. It is anticipated the implementation will begin in fall of 1994. Major efforts have also been undertaken to develop a program review and evaluation process. A final recommendation is now being reviewed by the College President. If approved, the process will begin fall of 1994.

Computer equipment, obtained through various grants, projects, and donations, is readily available. There are some program areas, however, where it is questionable whether the existing equipment is adequate to prepare students for the demands of the current workplace (e.g. automotive technology). No plans were evident to alleviate this situation through equipment sharing agreements with local business, government or industry.

The newly developed Community and Continuing Education program has been successful in serving a variety of credit and non-credit community needs and interests. It appears, however, there is still a large population on Guam that remains unserved in this area since few outreach efforts have been undertaken to determine community interests and needs, publicize programs or inform the public of the program opportunities. Short term training needs might be responded to through this office in coordination with the College's regular instruction program.

For a College that states as a goal to prepare students for transfer to four-year colleges with advanced standing, the general education program is extremely limited and few courses are currently articulated. No academic laboratory courses or fine arts are offered, and existing courses are few in number. The recommendation in this area by the prior Visiting Team has not yet been addressed.

### **Recommendations:**

1. The College, within the next year, implement, evaluate, and refine its newly developed curriculum planning and development process and its newly developed program review

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and evaluation system, including the supporting data collection, in order to ensure a relevant, dynamic and quality instructional program. (2B)

2. The College, within the next year, review its diplomas, certificates and degrees offered to ensure that all required courses are offered and that students have the opportunity to complete their entire program within a reasonable period of time. (2A)
3. The limited general education program of the College be more fully developed and/or coordinated with offerings provided by the University of Guam. (2C)
4. The College extend its services and programs in the community by strengthening, coordinating, and publicizing the opportunities provided by its Community and Continuing Education program. (2H)

**STANDARD 3. Student Services and the Co-Curricular Learning Environment**

**Observations:**

As described in the Self-Study, the College does indeed serve a very diverse student population with many interests and needs. In addition to meeting with appropriate campus personnel and students, classes were observed, and key documents were reviewed including registration documents, mission statements, the most recent Catalogue, counselor and coordinator worksheets, and organizational charts. The Visiting Team concluded that many of the concerns and descriptions delineated in the self-study are generally reflective of the situation at the College.

**Conclusions:**

The College has launched a reorganization of the Student Services area in an effort to provide upgraded support services to all students at Guam Community College. This reorganization included the addition of an Associate Dean with administrative responsibility for services previously administered by other divisions of the College. Assisting the Dean will be three associate deans with responsibilities in Academic Services, Student Support Services and Work Experience Education.

Since the last accreditation, the College has improved the overall quality of the training programs which they provide, the buildings, although old, have been maintained adequately, and there has been some improvement in the support services. With the interruption of leadership two years ago the chain of command was broken and various services drifted in different directions, producing an era of poor service in areas which were vital to the well-being of the students. At the time of the visit a new system had been in operation for about three months and those who were most effected were encouraged that the system could again be user-friendly and accountable.



It was clear to the Team that there is still the problem of unequal service between the vocational high school students, most of whom are at the GCC facility during the day, and the postsecondary students who frequently require services in evening. In spite of the reorganization, it is not yet clear that GCC will be able to meet all the support services needs of its diverse student body. As an example, some individuals expressed the belief that the Substance Abuse Prevention Project is not meeting the needs of the student population. There appears also to be a need for additional support for the Women Resources Program, and a need to upgrade educational and health counseling services to postsecondary students. Each of the eighteen student services programs organized within the new School of Student Development will need to evaluate their programs in terms of scope of students reached, effectiveness, and efficiency if they are truly going to accomplish their collective missions.

### Recommendations:

1. The College establish a systematic mechanism by which students of all parts of GCC become aware of and express their needs for support services which will be of value to them. (Standards 3A.5, 3A.4, 3E)
2. The College provide the leadership to evaluate the need for and, if appropriate, redesign support programs to better meet the changing needs of students and the community. (3C, 3D, 3E)
3. The College provide the leadership in securing resources to support the sports program for the Vocational High School Students attending GCC Campus. (3C)

### STANDARD 4. Faculty and Staff

#### Observations:

The College increased the number of full-time post-secondary teachers from 11 in 1991 to 21 in 1993. This increase has reduced the College's dependence on adjunct faculty; however, 103 adjunct faculty were hired for the Fall 1993 semester, a ratio of five adjunct faculty members to each full-time postsecondary faculty member. Over the five-year period from 1988 to 1993 there was a 25% increase in the total number of high school and post-secondary faculty members with a bachelor's degree, but a 17% decrease in the number of faculty with graduate degrees.

A concern about the lack of females in top management levels was recognized in the Self-Study, but there was not a stated plan to deal with this problem. The College has begun to collect data to show the ethnic composition of its faculty and its student population. The data show that while the College has a significant number of Micronesian students, there are no Micronesian faculty members. The College's affirmative action plan has been only partially implemented and is now outdated. Although a statement on affirmative action has been adopted, no apparent action has

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been taken toward developing a new plan. A policy on sexual harassment has also been written and is now ready for Board approval.

Individuals interviewed stated that communication regarding College operations was generally adequate and that they could readily obtain information they wanted or needed to know. All persons interviewed remarked that the College newsletter, Chalani, contained information of use and of interest to them. It should also be noted that Chalani was used to keep the College community informed about the self-study development process.

Hiring procedures for new staff follow a uniform practice, but these procedures are not currently written and officially adopted. This situation is recognized as a problem and the development and adoption of written personnel policies and procedures are among top priorities.

An established procedure is followed for evaluating faculty but most faculty perceive that current evaluation processes for faculty need to be improved. Evaluation of administrators and support staff is currently informal and varies from supervisor to supervisor. The College has recognized this problem and an *ad hoc* committee on performance evaluation has recently completed a proposed Appraisal System Form for use in evaluation of administrators and support staff.

For FY '94 the Board of Trustees has allocated \$50,000 for professional development of faculty and \$20,000 for professional development of support staff. The Professional Development Subcommittee of the College Affairs Committee has established procedures for the use of the faculty funds and the Upward Mobility Subcommittee has established procedures for use of support staff funds. Most of the faculty funds are currently used for the development of administrative skills and curriculum development. A smaller amount is made available for improving teaching methods. The faculty appear to agree that professional development activities are meeting their needs. However, the need to upgrade the teaching skills of the large number of adjunct faculty is not currently addressed by staff development activities.

**Conclusions:**

Although the number of full-time post-secondary faculty has significantly increased over the past two years, the College continues to rely heavily on adjunct faculty to teach post-secondary classes. This heavy reliance on adjunct faculty, who are less likely to take advantage of the College's professional development opportunities, could negatively impact the College's effort at improving teaching effectiveness of its faculty.

Data collection capabilities now allow the College to continuously update reports on staffing patterns and thereby provide information which indicates whether the composition of the staff reflects the diversity of the College's student population and whether the College is complying with its affirmative action plan.

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The proposed sexual harassment policy, if expeditiously adopted by the Board, will provide the College with a means of resolving current or future charges of sexual harassment within the college community.

**Recommendations:**

1. The College should consider increasing its efforts at improving the teaching effectiveness of its faculty by reducing its heavy reliance on adjunct faculty, by expending a greater portion of its faculty professional development funds on education and training designed to improve the teaching effectiveness of its faculty, and by exploring a variety of other means to improve the teaching effectiveness of adjunct faculty as well as full-time faculty. (Standard 4A.1 and 4C..2)
2. The College should take steps to demonstrate its commitment "to the educational benefit of diversity through its staffing" by updating and implementing an affirmative action plan which recognizes the need to increase the number of females in upper level management and the need to increase the number of Micronesian faculty members. (Standard 4A.4)

**STANDARD 5. Library and Learning Resources**

**Observations:**

A review of the collection found that the holdings and media resources are both diverse and, as a result of a recent weeding process, current. However, there was agreement that the size of the collection is much too small to adequately support the recent expansion of the College's mission and educational offerings. The collection had initially been developed to serve secondary vocational curricula and subsequent collection acquisitions have not allowed the holdings to appropriately complement the mission of also being a vocational-oriented community college.

While annual budgets for expansion of library holdings fall below American Library Association standards, recent budget years' allocations seemed to be at the same level or higher of similarly sized California community colleges. However, no provision was made for any funding for expansion of holdings during FY 94, due to a reduction of legislative appropriations in this area. The administration predicted that the local economy will not likely improve the fiscal situation at the college within the next year.

Interviews repeatedly validated the controversy with the new second-story location of the library. In spite of what has occurred, the President reported that, short of external funding to build a facility at a more central location, the library will remain at its current site for the near future. Available data did indicate that the use of the library has declined since its move. However, some reported that lack of use has less to do with location than it does with the disinclination of the faculty to assign students work that requires access to the resources the library might provide.

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Several individuals stated that expansion of the collection and the library classroom capacity are limited by the building's ability to withstand the added weight. Investigation validated inefficient access to the lift by disabled or others not otherwise able to utilize the stairway to the second floor. Staff stated that this problem will soon be rectified by more training on how to use the lift and installation of an intercom to which library staff will respond.

Both faculty and students generally reported that library faculty and staff are extremely helpful and contribute to making the facility a friendly place. With the recent hiring of a second librarian, the current level of staffing in the main campus library seemed to adequately meet the regular school year needs of the students and faculty. There was broad appreciation for the regularly distributed newsletter ("Tracings") and other information provided by the library. As the self-study points out, however, there is no regular provision for a librarian during the summer session and no assurance that the budget will allow for coverage with temporary staff.

Recent purchases have made up-to-date learning resources technology available outside the library facility for general use by students and faculty. The overall integration of the use of these resources was judged to be in need of attention in order to gain maximum effectiveness. However, the use of technology within the library is limited by hardware and software which are no longer available to support a CD-ROM periodicals index.

Reacting to concerns regarding the general lack of reference materials available, the library has requested listings of materials held at the departmental offices. While responses from some departments have been collected, they have not been cataloged in a manner for easy access by staff and students. Decentralized distribution of audio-visual equipment was generally viewed as being effective.

A written procedure exists for collection maintenance and development to complement the curricula. Library staff, through personal contact and written communication, have encouraged some departments to provide input into acquisition decisions. Faculty broadly suggested that an annual dissemination of the procedure at the time that library materials funding is available would enhance the effectiveness of this process. No progress was found to have been made regarding the reactivation of the Library Advisory Committee.

### Conclusions:

The size of the collection was easily the most significant weakness; additionally, use of the library by faculty and students was found to be less than desirable. The delivery of student orientation to the library needs to be enhanced. The staff have the inclination and capacity to provide a user-friendly environment in which to utilize the library's limited resources. The level of learning resources technology available to students and staff in facilities other than the library were up-to-date and usually in sufficient number to provide quality service.

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A significant portion of the GCC instructional program is delivered through local high schools, thus placing a significant reliance upon the resources of the respective high school libraries. The Team found that, while no written agreement exists, there is an understanding that the high schools have the responsibility to provide resources to support the GCC curricula offered there. Similarly, the new GCC librarian reported that GCC students may access University of Guam Library materials but no written agreement supports that relationship.

The library staff are keeping the faculty and staff effectively informed of new resources as they become available. However, the College did not yet appear to have a formal process of integrating curriculum planning with collection maintenance and development. The Library Advisory Committee and procedures for collection maintenance and development were not being utilized as effectively as they should.

**Recommendations:**

1. Access to internal and external sources of funding should be enhanced so the library collection may be expanded, in coordination with curricular development, to a level appropriate for the size and purpose of the institution and so new technologies may be utilized to access information resources available through the University of Guam and other data bases. (5A.1, 5A.2, 5A.3)
2. The College should make use of the Library Advisory Committee, or some alternate means of communication, and raise the awareness of adopted formal procedures for integration of curriculum planning with collection maintenance and development. Additionally, the College should develop stronger professional relationships between the library staff and instructional faculty. (5B.1)
3. The College should consider entering into written agreements with the Guam Public School System regarding library support for the GCC curricula offered at high schools, and with the University of Guam regarding GCC student and faculty access to the University's library materials (5C.4)

**STANDARD 6. Physical Resources**

**Observations:**

A campus tour clearly indicated that repair and maintenance efforts to improve the physical facilities were a College priority. While there still remain some areas of concern, such as the condition of the restrooms, the College is addressing these concerns to the extent possible within available resources. Plans are already in place and funds allocated to renovate restrooms this summer to meet Americans With Disabilities Act (ADA) standards. A facilities requirements priority list has been developed for the budget planning process. However, effective interaction

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between faculty/staff/students and the administration remains a problem. The role of the Facilities Subcommittee of the CAC remains unclear.

The tour of off-campus facilities indicated a real need for the College and the Guam Public School System (GPSS) to agree on responsibility for facilities maintenance and cleaning. The two entities have been operating without a Memorandum of Agreement (MOA) since the previous MOA expired several years ago. Equipment requirements of off-campus programs appear to be adequate met, while some on-campus programs do not yet have the equipment necessary to provide quality vocational technical training.

### **Conclusions:**

The College has made great strides in improving the campus environment. With the delays in implement the New Campus Master Plan, the College has focused on improvements of present facilities to meet program needs. However, a Facilities Master Plan for the present campus has yet to be developed. More faculty/staff/student participation in the identifying and prioritizing of repairs and maintenance projects is needed.

The College has made a commitment to a comprehensive planning process. The Office of Planning and Development has drafted a *Proposed Framework for Development of a Comprehensive Planning System* which, when completed and implemented, will provide a participative planning process for the College. The development of a Facilities Master Plan is part of that process which should provide for planning for the present campus as the College slowly begins development of the new campus.

### **Recommendations:**

1. The College needs to continue its efforts to implement the New Campus Master Plan and begin the new campus development as soon as economically feasible. (6A)
2. The College needs to develop a Facilities Master Plan for the present campus, establishing a process involving students, faculty, and staff to assist the administration in identifying and prioritizing facilities requirements. (6C)
3. The College should complete a Memorandum Of Agreement with the GPSS on facilities requirements and maintenance at high school campuses. (6A.3)

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## **STANDARD 7. Financial Resources**

### **Observations:**

With the recent downturn in the economy, the College has not been receiving funds from the Government of Guam on a regular basis. Funds appropriated by the Guam Legislature to Guam Community College are not disbursed to the College in a timely manner creating a cash flow problem for the College. While the College has done much to improve its the financial operations, the slow flow of cash from the Government of Guam makes it very difficult for the College to develop any type of sound financial planning strategies. It is understandable that the Government of Guam may be experiencing a cash flow problem of its own; however, a better allocation process needs to be developed whereby the College can plan its expenditures on a more definitive basis, and not have to wonder whether they can meet the next payroll.

During the past two to three years, the College has made a commitment to improve financial management and accountability of all College funds. The Vice President of Business and Finance has initiated the difficult task of recreating the College's financial statements back to FY 1988-89 for certification by independent auditors.

A more formal campus budget development process has been established which includes input from students, faculty, and staff, and is now a much more open process. The budget document is detailed and provides programmatic information to support requests for funds. Improvements in this area are anticipated with the development and implementation of the College's comprehensive planning system.

### **Conclusions:**

As a result of the improvements in its financial management and accountability, the College has taken control and accountability of all College funds. Financial reports are now timely and accurate and are routinely prepared and distributed.

There seems to be two overriding issues affecting the financial situation at the College. The larger issue — cash flow management — must be resolved with the Government of Guam if the College is to regain control of its financial resources. While great strides have been made in implementing internal financial controls and accountability, the College cannot initiate sound financial planning without control of its financial resources.

The second issue —the financial statements issue— should resolve itself once the financial statements dating back to FY 1988-89 are completed and certified. The College expects this task to be completed within the next few months, bringing the College current in its financial reporting. The fiscal staff can then concentrate its efforts in improving the internal controls and accountability of all College funds and begin the financial planning process.

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**Recommendations:**

1. The College should work closely with the Government of Guam to insure release of funds on a timely basis to Guam Community College based on the approved allocation of appropriated funds. (7A)
2. The College must complete the preparation and certification of Financial Statements dating back to FY 1988-89 by the close of FY 1993-94 to insure the institution's financial records and internal control processes are current. (7C)

**STANDARD 8. Governance and Administration**

**Observations:**

A major concern expressed by the GCC board and administration regarding governance and administration was the implementation of Public Law 21-59 which limits the authority of the College to independently determine the qualifications and classification of its administrative and academic staff. The law transfers many existing areas of authority to the Guam Civil Service Commission and is already in effect for administrative employees. While an existing contract with the faculty bargaining unit has delayed the impact of the law until 1995 when the contract expires, there is serious concern that it will be difficult to compete for and employ competent faculty after that. A particularly difficult Civil Service regulation requires a new employee to be placed at the lowest salary step of the classification. To do otherwise requires advance authority from the Commission.

Legislation has been advanced to remove GCC from the requirements of this law, but the Civil Service has testified against the proposed legislation. It has held that exempting GCC would be the first step in undermining an effort to get public salaries under control in Guam.

Public Law 21-59 will make it very difficult for the governing board to meet Accreditation Standard 8A which holds the board responsible for the quality and integrity of the institution and for protecting the institution from external pressure while providing stability and continuity to the institution. For example, it would be impossible to protect integrity if the Board is not able to offer compensation that will assure high quality instruction.

In addition, accreditation standards hold the college board responsible for establishing the organizational structure of the college. That necessarily requires that the Board be able to delete or add administrative positions and to assign its staff accordingly. Even without PL 21-59, legislative approval is required for organizational changes, so the potential of legislative interference is a barrier to meeting accreditation standards.



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The GCC Board of Trustees and the president have developed a working relationship that provides a clear and constructive role differentiation, placing the Board in the policy making role with the administration responsible for implementation of policy and managing the day to day affairs of the college. The administration has addressed critical issues and played a leadership role in developing plans for the college.

A new administrative organization was implemented in January 1994 with the intent of balancing administrative workload and making it more feasible to integrate related functions. The seriousness of reorganization is highlighted by the fact that it required legislative approval. Administrators appear to be finding the organization more functional, and a great deal of effort is being made to assure that it works. During the transition period there has been some confusion about responsibilities and reporting line, but steps have been taken to clarify these matters. Also, the role of the program specialist as contrasted to the department chair appears to result in overlapping duties.

The very comprehensive administrative organization has allowed the college to be proactive in meeting student and community needs; however, there may be economies that can be achieved as programs become mature enough to maintain themselves without permanent staffing devoted to developmental activities. Therefore, the College should closely examine the increasing ratio of administrators to faculty.

The current faculty committee structure appears to be cumbersome, not fully subscribed to by faculty, and not functioning in a timely manner within clear channels of communication.

**Conclusions:**

The stability in administrative leadership and the maturity of the Board of Trustees have provided a strong basis for GCC responding positively to significant issues. In addition, it is apparent that the administrative functions of the college are fully staffed. It is also clear that more attention has to be given to how faculty and staff are included in decision making in a consistent manner.

The self study generally addressed the accreditation standards except for Standard 8.A.7., "The board has a process by which its own performance can be assessed". The self study did not comment on this standard, and no formal process was documented; This does not imply that the Board is not functioning effectively. Rather, if addressed, it could serve as an opportunity to identify areas where improvements in Board performance might be made.

Based on the responses to the recommendations of the last Visiting Team and on the seriousness with which the self-study was conducted, it is apparent that the self-study has been valuable to the institution. However, there could have been more detailed focus on the analysis portion of Standard 8, which would have been useful in developing more refined plans to address governance issues.

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The College efforts to assure administrative stability, improve communication, and involve faculty, staff, and students in governance has resulted in an improved institutional climate. In the "shared vision" portion of the self study, it is indicated that in order to make shared governance a reality, the postsecondary student organization and the staff will have to take a more active part in the development of mechanisms to foster that process. It is also indicated that to improve the timeliness of the decision-making process, the faculty will have to take advantage of the Executive Council. This is a worthy vision that deserves specific planning to achieve. The Executive Council could serve as a productive clearinghouse between faculty and administration, but regular meetings will have to be scheduled and a chair designated to give the committee credibility.

In 1987, the Western Association of Schools and Colleges placed GCC on "Probation" and stated: "Guam Community College will remain on probation until it demonstrates to the Commission that it is in compliance, that authority for appointment and assignment of administrative and academic staff is properly vested in the chief executive officer and governing board, and that government will not interfere with the operation of the college by circumventing such duly constituted authority." The implementation of the provisions of PL 21-59 brings this issue back for consideration in accreditation. In addition, there are other legislative requirements that have the potential for circumventing board authority, namely the requirement that reorganization be approved by the legislature. The College's 5-Year Master Plan called for the College to seek legislative changes to strengthen its status as an autonomous institution. It is essential that changes be made to protect the College's ability to function effectively and efficiently while meeting accreditation standards.

**Recommendations:**

1. Governmental interference in college governance must be eliminated. In 1987, the Western Association of Schools and Colleges placed GCC on "Probation" and stated: "Guam Community College will remain on probation until it demonstrates to the Commission that it is in compliance, that authority for appointment and assignment of administrative and academic staff is properly vested in the chief executive officer and governing board, and that government will not interfere with the operation of the college by circumventing such duly constituted authority." PL 21-59 appears to have circumvented such duly constituted authority. (8A)
2. Specific plans should be developed and implemented, including the role of support staff, to encourage and provide a more consistent, better understood, and meaningful decision making and governance process. (8C.1)
3. The Board should adopt a formal evaluation process. (8A.7.)