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GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

Accredited by the
Western Association of
Schools and Colleges

Guam Community College

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

October 2002

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Midterm Report to the Accrediting Commission for Community and Junior Colleges

Statements on Report Preparation

In the Commission's letter of June 15, 2000 Guam Community College's accreditation was reaffirmed. A required Interim Report focusing on the transition in presidential leadership that was in progress at the time of the Commission's visit was approved by the Board of Trustees on February 6, 2002 and submitted to the Commission before the April 1, 2002 deadline. The Interim Report was followed by a visit from Commission representatives, Dr. Clyde Sakamoto and Professor Jack Pond, and accepted by the Commission at its meeting on June 9-11, 2002 with the following comment, "The college is commended for the progress made in addressing the major recommendations of the Commission."

This document is the Midterm Report, which is due to the Commission by November 1, 2002. The next comprehensive evaluation of the college is scheduled to occur during academic year 2005-2006.

Dr. John R. Rider, the institution's Accreditation Liaison Officer, and Vice President for Academic Affairs prepared the report. Information was gathered from the College Affairs Council (all faculty are members), Reduction-in-Force Committee, GFT/BOT Negotiating Committee (faculty union contract), Assessment Committee, Academic Affairs Division Management Committee, President's Management Team, the ad-hoc Planning Committee and the Board of Trustees.

This report was reviewed by the President's Management Team and the Board of Trustees, and was approved by the Board of Trustees at its October 2, 2002 meeting.

Response to Team Recommendations and the Commission's Action Letter

This report is organized to address three areas: 1) Major Recommendations of the Report, 2) Specific Recommendations of the Report, and 3) Recommendations from the Self-Study. Each recommendation is followed by a response. Evidence for responses is provided in an appendix.

Major Recommendations

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. (Standard One, 1,2,3, & 4; Standard Two, 8 & 9; Standard Three, A 1,2,3 & 4; Standard Four, A.1, C.3, 4, D.1,2,3,5 & 6; Standard Five, 3 & 4; Standard eight, 4 & 5, Standard Nine, A.1,2 & 4; C.4).”

Response: This recommendations has been met with the implementation of the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Employees, and the Board of Trustees*, originally documented in October of 2000, with revisions in December of 2001. Implemented in stages, all activities of the College are now being regularly assessed. See **Appendix A** for the Plan. See **Appendix B** for the First Annual Institutional Assessment Report for Academic Year 2000-2001. See **Appendix C** for the Second Annual Institutional Assessment Report for Academic Year 2001-2002.

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).”

Response: This recommendations has been met with the implementation of the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Employees, and the Board of Trustees*, originally documented in October of 2000, with revisions in December of 2001. Funding was secured through a local process to access VEA resources and included a comprehensive training plan. See **Appendix D** for the training schedule.

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).”

Response: This recommendations has been met with the implementation of the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Employees, and the Board of Trustees*, originally documented in October of 2000, with revisions in December of 2001. To bring policy into alignment with assessment practices started in AY 2000 - 2001, the Board, on September 4, 2002 adopted Resolution 13-2002 as 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. See **Appendix E** for Board Policy 306.

Specific Team Recommendations

1. Standard One: Institutional Mission. (See major recommendation #1)

Response: See response above, Major Recommendations, item #1.

Additional Response: In the Evaluation Report the visiting team pointed out that “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 suggest 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?” (page 12)

An ad-hoc Planning Committee has developed a strategy for institutionalizing regular planning processes. *Getting the Planning Cycle Started at GCC* will coincide with the third phase of the assessment effort, which is to further develop departmental capabilities in carefully evaluating assessment data to inform formalized planning practices. Already the *GCC Values and Vision Statement* has been shared at Fall 2002 Convocation, and the Committee is now making plans to revisit the institutional mission statement. The two questions suggested by the evaluating team will be included as discussion points. This activity will be used to include “outside voices” in the review and to better connect Trustees and Foundation Board members to the planning process. See **Appendix F** for both of the documents mentioned in this paragraph.

2. Standard Two: Institutional Integrity.

- a) “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)”

Response: *The Agreement between The Guam Federation of Teachers Local 1581 AFT/AFL-CIO & The Board of Trustees, Guam Community College for Faculty, 2000 B 2005*, includes Article VI Faculty Rights to Academic Freedom. Also, on May 17, 2000 the Board of Trustees adopted Policy 460 B Academic Freedom. (See **Appendix G** for both Article VI and Policy 460.

Chapter 3 of *The Rules and Regulations for Classified Service Employees*, outlines a code of conduct for classified employees. In Spring of 2000 an ad-hoc faculty committee began working on a code of ethics for academic personnel. The effort has been delayed by the college’s concentration on implementing assessment strategies. Wider discussion is required, but the college should be able to reach a consensus on the matter by the end of Spring Semester 2003. See **Appendix H** for the draft of the Preamble.

- b) “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 it is 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)”

Response: This effort, too, has been delayed by the college’s concentration on implementing assessment strategies. However, the plan has been reviewed informally by several administrators and is basically sound, although it needs to be updated. Review of EEO data for the past three years indicates an employee population that is reflective of the community it serves, both in terms of gender and ethnicity. There have been no Affirmative Action complaints in recent memory. Nonetheless, the Affirmative Action plan will be formally reviewed and updated by the end of Spring Semester 2003. See **Appendix I** for EEO data.

3. Standard Three: Institutional Effectiveness. (See major recommendation #1)

Response: See response above, Major Recommendations, item #1.

4. Standard Four: Educational Programs. (See major recommendation #1)

Response: See response above, Major Recommendations, item #1, and item a. below:

- b) “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.”

Response: When the assessment initiative was started one of our immediate findings was that we couldn’t adequately assess general education requirements because they were not uniform. On February 8, 2002 the Academic Affairs Committee (AAC) voted unanimously to establish a uniform general education core for all associate degree programs offered at GCC. The Committee, in its letter to the Academic Vice President, also included a list of general education courses, which was published in the 2002-2003 Catalog in the form of notification to students about a change in general education requirements that will become effective at the beginning of the Fall 2003 semester. Several departments have since suggested alternative courses, so on August 30th of this year the AVP called together an ad hoc group to discuss the matter further. Their suggestions for a standardized General Education curriculum follow:

Course #	Course Title	Credits	Prerequisites	Status of Course
EN111	Freshman English	3	Placement or EN110	To be developed
MA161	College Algebra	4	Placement or MA110	To be developed
CS151	Windows Application	3	OA101	Current/on file
OR				
CS152	Macintosh Application	3	OA101	Current/on file
SI103*	Intro. To Marine Bio.	4	None	Current/on file
or				
SI110*	Enviro. Biology	4	None	Current/on file
PY120	General Psychology	3	None	Current/on file
SO130	Intro. To Sociology	3	None	Current/on file
Total Requirements:		20		

*Medical Assisting students must substitute SI-130 B Anatomy & Physiology

This new list increases the Math and English requirements to facilitate general education transfer and articulation with 4-year college requirements. It also expands possibilities for meeting requirements in Information Competency and Computer Literacy, and Science. Time requirements for students to meet Math and English requirements remain the same, i.e., English by the time they are enrolled in 12 units, Math by the time they enroll in 15 units.

Also published in the 2002-2003 Catalog was notice of the requirement that beginning Fall 2003 all certificate program students will need to complete EN110 and MA105. The ad hoc committee proposed increasing those requirements to EN111 - Freshman English and MA110 - Intro. To College Algebra.

There are some among the faculty who believe EN111 and MA110 are too rigorous for a Certificate Program requirement. Therefore, the AVP asked members of the AAC to comment on whether the English requirement for Certificate Programs should be EN110 or EN111 and whether the Math requirement should be MA105 or MA110.

The discussion was continuing at the time this report was prepared, but the expectation is that a resolution will be reached by the end of Fall Semester 2002, well in advance of the publication deadline for the next college catalog.

Because class schedules are being prepared at least a year in advance, with a goal of having a five-year, on-line class schedule in place within the next year or two, 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. Enrollment figures indicate that the trend is for individual students to take more classes in a given semester. For instance in Fall 2002, individual student enrollment remained relatively stationary, while course enrollments (seats) increased about 17%. We attribute this to effective advisement, which in turn, tends to drive good sequencing.

5. Standard Five: Student Support and Development. (See major recommendations #1 & 2)

Response: See response above, Major Recommendations, item #1 & 2.

6. Standard Six: Information and Learning Resources. No recommendations stated.

7. Standard Seven: Faculty and Staff. (See major recommendation #1, 2 & 3)

Response: See response above, Major Recommendations, item #1, 2, & 3 and item a. below.

- b) “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)”

Response: In January, 2002 the Job Specification Committee, which is formed every other year by terms outlined in the GFT/GCC BOT Agreement, completed its semester-long revision of the Faculty Job Specifications. In their letter to the Academic Vice President the committee volunteered to convene in the Fall of 2002 to review Article XIII of the Agreement, dealing with Performance Appraisal. That process is currently underway and is expected to be completed by the end of this academic year. The AVP’s direction to the committee was to develop an evaluation model that can be used for adjunct faculty evaluation and can also be modified to evaluate the performance of administrators and staff. It will be important to standardize evaluation processes wherever possible to support the Assessment Plan goal of having all assessment information available in an electronic (on-line) environment. (See **Appendix J** for the letter.)

This effort is intended to feed directly into the Assessment Plan Program Review requirement to assess the training and professional development needs of each faculty member in a given department. This information will be forwarded to the faculty Professional Development and Review Committee (PDRC) to guide decisions about how professional development resources are used to improve the capacity of the college.

Additionally, at least one Associate Dean is responsible for visiting at least once during each semester each class being taught by adjunct faculty. The purpose is three-fold: 1) to make the adjunct faculty member feel more connected to the institution, 2) to provide any assistance needed, and 3) to evaluate performance.

8. Standard Eight: Physical Resources. (See major recommendation #1)

Response: See response above, Major Recommendations, item #1, and item a. below.

- a) “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)”

Response: For over ten years the Government of Guam (GovGuam) has neglected to set aside funds for major maintenance and renovation projects. The primary reason for this is that the annual budget development process allocates by far the largest component of the General Fund to salaries and other current expenditures. This means that no GovGuam agency funded out of the General Fund has had adequate funds for maintenance and renovation. The College has increased funding for these needs by setting aside Not Appropriated Fund (NAF) balances for such projects. The NAF fund is the fund through which flow Tuition and Fees, payments for Continuing Education projects, and other payments to the College such as FEMA reimbursements. Monies that are not expended during the year revert to fund balance. Over the last several years, a large component of these balances has been set aside for maintenance. These efforts include sealing the roofs of the College buildings, improving drainage, and upgrading electrical systems. From FY2000 through August of FY2002 The College has spent \$1,190,800 on such projects. See **Appendix K** for a listing of projects.

In addition the College has received an allocation of \$3,241,100 of Tobacco Settlement Funds. The funds are divided into two parts. Part A may be used immediately for major activities at the College. The initial amount in Part A is \$1,487,600. Part B is set aside as an endowment. Earnings on the endowment may be utilized for major activities at the College. As the bonds behind the Tobacco Settlement are repaid, the restrictions on the use of Part B are reduced. The initial amount in Part B is \$1,753,500. The College has designated these funds for major upgrades to College facilities. The College is currently working on putting together a facilities improvement plan for the use of these funds.

The College is also in the final stages of getting approval from the US Department of Agriculture for a loan to cover a complete upgrade to the water system on the campus. The Guam Community College Foundation Board of Governors and the College’s Board of Trustees have agreed to use funds on deposit in the Foundation to assist in repayment of the loan.

In addition the Administrative Division has implemented maintenance management software that assists in tracking institutional needs.

While the efforts carried out by the College are still not adequate for the full needs of the institution, there is now an institutional understanding of the need to improve the facilities and sources of funding have been identified to support these efforts.

9. Standard Nine: Financial Resources. (See major recommendation #1)

Response: See response above, Major Recommendations, item #1, and item a. below.

- a) “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)”

Response: The unpredictability of funding for the College has developed for two reasons. The first is that for some years the Legislature appropriated amounts from specific special funding sources that did not have the revenues necessary to cover the appropriation. As a result there were no real dollars behind the appropriations. Dealing with this was complicated by the fact that the specific funding sources used were under the control of other agencies in the Government of Guam. These agencies chose to not openly release information about the income of these special funds. This occurred with the Manpower Development Fund, the Greyhound Racing Fund, and even at times the Tourist Attraction Fund. Early in the budget development cycle for FY 2002, the College successfully made the case that the appropriations for the College should represent “real dollars.” As a result, 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 (see below), the approach has significantly reduced the locations from which uncertainty arises.

The second reason for the unpredictability of funding for the College has been the ongoing economic problems on Guam, reducing, in a linear fashion over the last eight years, the monies available to the General Fund. The sources of these economic problems were:

- i) The withdrawal of US military through closing bases and through the creation of a separate military school system. A series of natural and human disasters which affected the economy of Guam. This included Typhoon Omar in 1992, the great earthquake of 1993, Typhoon Paka in 1997, the 9/11 terrorism, the earthquake of 2002, and Typhoon Chataán in 2002. These disasters not only directly affected the environment of Guam, they affected how tourists were thinking about Guam as a destination location.
- ii) The reduction of capital investment from Asia, particularly from Japan. This investment from outside sources had funded a significant amount of commercial development starting in the 1980's which came to an end in the 1990's because of the downturn in the Japanese economy.
- iii) The reduction of the tourist interest in Guam, again primarily because of a the downturn in the Japanese economy and the related natural disasters noted in c above.
- iv) Continued resorting to issuing of governmental bonds which has caused GovGuam to reach the upper limit of what can be borrowed under the laws governing the Territory.

Given these disasters, within GovGuam the budget allocation process has been gradually linked to more reasonable estimations of general fund revenues. This means that, although external factors have affected the level of funding that is available to the government, GovGuam itself is actually getting better at the budget process. From the College’s point of view, this means that, for better or worse, the College is in the same economic boat as other GovGuam agencies. To meet this reality the College has developed as follows:

- i) Over the last ten years the College has learned how to identify throughout the year how well the College is living within its existing budget appropriation and budget releases, whatever the level of appropriation or release may be. Moreover the College has learned how to do this while keeping current with all its payables and other economic responsibilities. In the early 1990's this capacity did not exist at the College. Since many other

GovGuam agencies have still not learned how to do this, the College has developed a reputation for management excellence. This has helped the legislature look more favorably on the College even in a period of economic downturn.

- ii) The College has continued to encourage the development of an entrepreneurial spirit among the various departments by rewarding those departments that have carried out effective continuing education programs. Some academic departments are now generating close to 100% of their funding from continuing education classes that fully pay for their activities.
- iii) The College has linked budget allocations to academic departments and programs. Meanwhile the College has also been developing a more effective assessment evaluation program. As a result the College is now moving into the position where it can make academic decisions based on a linkage of academic and economic rationales.
- iv) The College has been fortunate enough to have been selected as the State Agency in charge of federal Vocational Education funding and Adult Basic Education funding. The College has been utilizing these funds to supplement modifications to existing programs and to support the programmatic development of new programs. Thus the College has access to resources that assist in carrying out its priorities.

Taken together these steps indicate that the College is improving its ability to identify and address its institutional priorities as well as their linkage to available economic resources.

10. Standard Ten: Governance and Administration. (See major recommendation #3)

Response: See response above, Major Recommendations, item #3, and item a. below.

“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)”

Response: In February of 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. The results were interesting, but not conclusive, and did not include “outside voices”. While self-evaluation is an important component of any assessment effort, by itself it is not enough.

Being eager to act as a role model for the rest of the college, at the time this report was being prepared the Board was in the process of reviewing an assessment plan for the Board of Trustees and the Foundation Board compatible with the assessment model being employed by the rest of the institution. See **Appendix L** for the draft Assessment Plan for the Board.

Self-identified Recommendations

In the College’s Self-Study prepared in March of 2000, the Self-Study Committee identified significant challenges remaining in the areas of institutional assessment, physical facilities, personnel, and governance. The following recommendations are listed by ACCJC Standards. **Bold-faced items have been accomplished.**

Standard One: Institutional Mission

1. **Mission statement review will include the College's educational purposes within a changing environment.**
2. **Mission statement review will include the description of students and the parameters for development of educational programs and institutional processes.**
3. **Annual plans will refer to the College's mission statement.**
4. **Review the College's mission statement and revise as needed.**

Standard Two: Institutional Integrity

1. **Designate responsibility for electronic publications to a specific office or individual.**
2. **Adopt a Board of Trustee level policy that defines academic responsibility and protects academic freedom for all faculty.**
3. **Distribute pertinent handbook and agreements to all new employees as part of the hiring process.**
4. **Adopt a Board of Trustee level academic honesty policy. (To be accomplished by the end of Spring Semester 2003)**
5. **Review the affirmative action plan and revise as needed. (To be accomplished by the end of Spring Semester 2003)**

Standard Three: Institutional Effectiveness

1. **Identify a coordinating repository for all institutional research to ensure that collected data are systematically analyzed and used for planning and reporting.**
2. **Assess the mission and functions of the Planning and Development Office for possible staffing adjustments and repositioning in the organizational structure of the College.**
3. **Identify personnel to assess the achievement of institutional mission and purposes. Conduct NIAS student information system and Dynalogic financial system training in support of institutional research and planning.**
4. **Identify and implement a program evaluation procedure that includes time lines and compliance criteria.**
5. **Routinely assess and modify the Ten-Year Master Plan to reflect changes in the internal and external environment. (Assessment is in progress, a new Master Plan is scheduled to occur Fall Semester 2004)**
6. **Identify a central repository to collect all outcome reports and compile a summary of yearly achievements.**
7. **Develop the web page as a means of communicating quality assurance to the community.**
8. **Implement processes to assess educational programs and institutional effectiveness.**

Standard Four: Educational Programs

1. **Assess the sequencing of English and mathematics courses in the associate degree programs and develop sequencing requirements as needed.**
2. **Assess current advisory committee procedures and, if necessary, implement changes to make procedures more uniformly relevant and valuable across vocational programs.**
3. **Review the philosophy and rationale for general education requirements and revise if necessary.**
4. **Assess the breadth of general education offerings and forward recommendations to the Academic Vice President.**
5. **Implement periodic program review as required by Board of Trustees Policy No. 305, Instructional Program Evaluation.**
6. **Continue working to resolve the internal articulation problem between Academic Affairs Division and the Professional-Technological Institute.**
7. **Establish procedures to ensure that all educational programs and courses are systematically reviewed and assessed, every five years.**

Standard Five: Student Support And Development

1. **Enforce the academic probation policy and immediately notify students who are placed on academic probation.**
2. **Establish better communication links between the Council on Postsecondary Student Affairs and the student body and schedule more productive post secondary student governance activities.**
3. **Promote additional co-curricular and extracurricular student activities.**

Standard Six: Information And Learning Resources

1. **Open a general use, drop-in computer laboratory for students. (Planning is complete, funding identified, expected completion date Spring 2003)**
2. **Provide library hardware and software support to avert lengthy system failures.**
3. **Use the Ten-Year Master Plan to guide department learning resource upgrades and expansion.**

Standard Seven: Faculty And Staff

1. **Review the number and qualifications of adjunct faculty and determine the impact on programs and services.**
2. **Conduct a systematic review of job descriptions, requirements and qualifications to ensure that they accurately reflect job responsibilities.**
3. **Develop procedures to measure teaching effectiveness during the hiring process.**

4. **Conduct periodic training to ensure that evaluations are conducted annually and that follow-up is formal and timely.**
5. Adopt a faculty appraisal system that will apply to all full-time and adjunct teaching faculty. **(Faculty Evaluation processes will be updated by the Job Specifications Committee during Spring 2003)**
6. Review the guidelines for membership and operation of the Upward Mobility Committee. **(to be accomplished by the end of Spring Semester 2003)**
7. Review the Affirmative Action Plan and compile comprehensive reports as required. **(In progress - required reports are up-to-date)**
8. Address rules and regulations for academic personnel. **(Proposed rules and regs were edited by the AVP in Spring 2000, they are being finalized by HRO for submission to the Board of Trustees. Finalization to be accomplished by the end of Spring Semester 2003)**

Standard Eight: Physical Resources

1. **Implement the Conceptual Master Plan as funding becomes available. (This plan will be incorporated into a Facilities Master Plan)**
2. **Assess College needs to maintain a parts inventory.**
3. **Expand the online work order request system. Prioritize requests in order of importance.**
4. **Adopt and maintain standard for custodial services.**
5. Adopt an energy conservation policy. **(to be accomplished by the end of Spring Semester 2003 as part of the Facilities Master Plan)**
6. **Continue to remediate ADA non-compliance.**
7. **Assess needs for security services and implement the most efficient and cost-effective means of providing that service.**
8. **Increase network bandwidth to facilitate adequate access to the Internet.**
9. **Continue to assess efficiency of network topology.**

Standard Nine: Financial Resources

1. **Communicate institutional priorities and decisions about resource allocations to program managers and department chairs.**
2. **Provide monthly interim financial statements, including a balance sheet, to the Board of Trustees.**
3. **Compile a comprehensive fixed asset listing.**

Standard Ten: Governance and Administration

1. **Develop an evaluation process to allow the Board of Trustees to assess its performance.**

2. **Review and revise all administrative officer's job titles and job descriptions as necessary.**
3. Review and revise the vice president's evaluation system toward the goal oriented system used for the President. **(to be accomplished by the end of Spring Semester 2003 incorporating elements of the soon-to-be developed faculty evaluation system)**
4. **Promote a broader definition of "governance" and expand the concept of shared institutional governance throughout the campus community.**
5. **Review and revise the structure and purpose of faculty standing committees during the next GFT/BOT Faculty Agreement negotiations.**
6. **Compare current functions of the College Affairs Committee with the responsibilities listed in the GFT/BOT Faculty Agreement and consider alternative faculty government structures.**
7. **Resolve the issue of satellite faculty attendance and participation in college governance meetings.**
8. **Convene a support staff/administration committee to provide recommendations for support staff governance activities.**
9. **Increase publicity about student governance activities and organizations.**
10. **Communicate Board of Trustee activities to the Council on Postsecondary Student Affairs and to the student body.**

The items listed above were summarized in major planning areas:

Institutional Assessment

The greatest challenge facing the College is a clear focus on institutional effectiveness. Processes and schedules for systematic review of instructional programs and service centers will established and conducted. Improvement will be implemented based upon review findings.

The College demonstrates the ability to develop institutional plans and implement activity related to those plans. A technology plan will be completed. The College will strengthen institutional level planning capacity through the review and evaluation of institutional plans and activities. It will conduct research and use data to review institutional progress relating to the Ten-Year Master Plan and other institutional plans. The College will assess institutional organization and resources associated with planning. The Planning and Development Office mission, function, organizational placement, personnel roles, communication methods, and resource requirements will be reviewed for effectiveness. Schedules and procedures for periodic assessment and revision of the College mission statement, affirmative action plan, technology plan, and institutional policies and procedures will be implemented. Periodic assessment of Board of Trustees activities will be conducted.

Physical Facilities

Maintaining appropriate physical facilities remains a continuing challenge. The second planning challenge is to maintain the momentum of the Conceptual Master Plan by selectively upgrading campus facilities and simultaneously improving maintenance processes. This effort is closely tied to the implementation of institutional funding strategies and is affected by the current economic recession. Adequate maintenance,

security, and custodial services issues will be addressed. The technology plan will guide decisions for the acquisition, use and replacement of computer and technological equipment for instructional and administrative purposes.

Personnel

The third planning challenge is that of personnel development. The College will institute, track and maintain professional development activities for the continued improvement of faculty and staff. This area also includes a review of hiring criteria, job descriptions, forms and procedures, new employee orientation, personnel performance appraisal processes, and supervisor training. Roles, responsibilities, academic freedom rights, and technical support for adjunct faculty will be addressed at the institutional level.

Governance

Issues of shared governance will be addressed. Faculty governance processes and roles are structured with standing committees and subcommittees participating in College educational and administrative affairs. Effectiveness of this process, particularly as it involves satellite faculty, will be assessed. Involvement of adjunct faculty in College governance will also be addressed. The shared governance roles of students and support staff are ambiguous. Both groups have requested that their roles be more clearly defined and formalized.

In keeping with the College's organizational structure and institutional culture, the president and vice presidents are responsible for integrating the planning agendas into the college's operational framework. This management team will refine planning agendas, identify areas of responsibility for each organizational division, and specify completion time lines and reporting criteria. Team members will then operationalize the planning agendas within specific institutional programs, offices and service units. Institutional improvement will take place in an environment of a changing institutional culture and scarce financial resources.

Conclusion

The College has positioned itself well to respond to the new ACCJC Standards and to the concerns identified by the last visiting team. Off to an impressive start, the Assessment Plan cycle is based on a clarification of the mission statement, establishing a link between the institutional mission statement and specific goals of departments, identifying meaningful measures for student outcomes, systematizing and regularizing assessment procedures, evaluating assessment findings, and incorporating those findings into planning processes at department, division, and institutional levels.

By the time of the next scheduled visit by the Commission in Academic Year 2005 B 2006, Guam Community College expects to have met and exceeded all of the recommendations provided by the most recent visit by the Commission. The College looks forward to meeting with Commission representatives as we continue "shaping the dialog."

Approved for conveyance to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges:

John R. Rider, Ed.D., Accreditation Liaison Officer

Date

H. delos Santos, Ed.D., President

Date

Greg Perez, Chairperson, Board of Trustees

Date