Peer Review Team Report

Guam Community College
1 Sesame Street
Mangilao, GU 96913

This report represents the findings of the Peer Review Team that conducted a focused site visit to Guam Community College March 4 to March 5, 2025. The Commission acted on the accredited status of the institution during its June 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Sunita (Sunny) V. Cooke, Ph.D.
Team Chair

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Peer Review Team Roster – Team ISER Review

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Superintendent/President

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American River College
President

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Guam Community College (GCC)

DATES OF VISIT: March 4-5, 2025

TEAM CHAIR: Sunita (Sunny) V. Cooke, Ph.D.

Purpose of the Focused Site Visit
This Peer Review Team Report is based on the findings of the peer review team, which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In October 2024, the team conducted Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries, which specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-Focused Site Visit meeting with the College CEO on August 21, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

A five-member peer review team conducted a Focused Site Visit to Guam Community College March 4-5, 2025, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 50 faculty, administrators, classified staff, and students in formal meetings, group interviews, and individual interviews. Several Trustees from the College were present at the Meet and Greet held on campus. The team held an open forum that was attended by approximately 44 people, providing an opportunity for the College community and others to share their thoughts with members of the Focused Site Visit team.

The overall purpose of the Focused Site Visit by the team was to evaluate how well the College is achieving its stated purposes and provide recommendations for quality assurance and institutional improvement. The team thanks the College staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis
Founded in 1977 through Guam Public Law 14-77, Guam Community College (GCC) is a public institution that serves as Guam's provider of bachelor, associate and certificate career, and technical workforce development to over 1,533 credit students. Located in Mangilao, the main campus sits on 32.75 acres, with additional satellite programs operating across Guam's six public high schools. GCC supports a population of 170,000 on the island of Guam and serves diverse students, including Indigenous CHamoru, Filipino, Micronesian, and other Pacific Islander communities.

The College has a mission focused particularly on workforce development and provides leadership across the Pacific region through partnerships and collaborations with industry, community colleges, and the University of Guam. The College has identified strategic goals and values and is clearly a place where collaboration across the college focuses on "Students First, Mission Always."

The College has a robust data collection system and analyzes its data for institutional improvement and planning. Broad and inclusive engagement of internal and external stakeholders is incorporated into institutional planning. The College has benefited from stable and consistent leadership at the trustee, president, faculty, staff, and management levels.

While GCC has made progress reducing the percentage of out-of-date programs and courses, the team encourages strengthening continuous improvement, collaboration, overall communication, and a service-minded approach to assist faculty in curriculum currency and student learning outcome development and review.

It is evident from the College's ISER that there is an extensive and geographically distributed dual enrollment program and broad services to high school students in the community. The College has a Department of Labor Apprenticeship program and is a leader in workforce training for the Pacific region. Students transfer to nearby University of Guam and many other universities on the mainland. Student athletes are able to participate in programs through the University of Guam. There is evidence of frequent and broad engagement of industry partners throughout the development of new programs and throughout the Institutional Strategic Master Plan (ISMP) development process. The visit further revealed the effective use of resources in support of the College's mission and student success.

Major Findings

Commendations
Commendation 1: The team commends the College for building a culture of student input and feedback in a systematic way each semester to inform and enhance instructional practices, student support, schedule development, and program improvement. (Standards 1.4, 2.6)

Recommendations:
None

Required Documentation:
The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:
Guam Community College (GCC) has a clearly defined mission statement that reflects its character, values, organizational structure, and unique student population. The mission outlines the College's commitment to equitable student achievement and guides institutional planning, action, evaluation, improvement, and innovation.

Findings and Evidence:
GCC was created by public law to provide secondary, postsecondary, and adult education and career education for the Micronesia region. As defined by its mission statement, GCC is a leader in career and technical workforce development serving Micronesia. The College's values of diversity, accountability, service, and integrity exist within a learning-centered and student-centered context. The team reviewed evidence that the College regularly invites dialog with business and industry and other community members. The Factbook communicates the overall purpose and mission of the College to the public, and the mission statement is publicized on the website and in the College catalog. The mission statement is also recited before meetings. GCC's mission is reviewed every six years as part of the strategic planning process to remain current with their community and those of Micronesia. The College serves a diverse student body representing Micronesia including CHamoru, Filipino, and those of Micronesian descent. (Standard 1.1)

The GCC mission informed the Institutional Strategic Master Plan (ISMP) and its five goals that drive institutional improvement, innovation, and equitable student outcomes. These goals include Advancing Workforce Development and Training; Fostering 100 percent Student-Centered Success; Leveraging Transformational Engagement and Governance; Optimizing Resources; and Modernizing and Expanding Infrastructure and Technology. These goals reflect the College's commitment to continuous improvement and innovation, especially in workforce and student success. Furthermore, they are embedded in the College's assessment and budget development process. (Standard 1.2)

The College holds itself accountable for achieving its mission and goals through institutional set standards published in the Factbook that are regularly reviewed. The established goals and results are tracked annually. These are then used in program review for reflection on student outcomes and improvements. The team found evidence of examples of re-establishing, exceeding, and improving standards to enhance student success in culinary arts, food service, and bachelor's degree programs, with tailored support based on data. The Data Voyager Project is a data-driven process to examine disaggregated student data to identify equity gaps and improve student outcomes by program. Through reflection and dialog, the College is examining equity gaps, success measures, and how to improve the process in an iterative manner. (Standard 1.3)

GCC's mission and ISMP direct resource allocation and drive innovation. Continuous improvement and ongoing systematic planning and evaluation of programs and services are embedded in the College's culture and were evident throughout the focused site visit with every constituency group. Student feedback is consistently obtained, through course Instructional Development and Evaluation Assessment (IDEA) surveys, exit surveys, employment surveys, and Meet the President forums. Feedback and assessment are constantly sought, highly regarded and regularly used for program and service improvement. The College evaluates programs and services, with input from industry connections. For example, the College has implemented improvements such as enhanced accommodations for students, water refill stations as part of the sustainability efforts, conversion from a certificate to an associate degree in practical nursing, and expansion of the culinary arts program that included a new baking and pastry track and building renovation. During the focused site visit, the team learned the College also began an associate degree nursing program. (Standard 1.4)

The College regularly and openly communicates progress towards achieving its mission and goals with internal and external stakeholders via its public website, MyGCC platform, social media, institutional reports, college meetings and forums, media releases, and advisory committees. The Factbook, which is available on the College's website, provides detailed information about the College's progress in meeting its goals. (1.5)

Conclusions:
The Institution meets Standard 1.1, 1.2, 1.3, 1.4, 1.5.

Commendation 1: The team commends the College for building a culture of student input and feedback in a systematic way each semester to inform and enhance instructional practices, student support, schedule development, and program improvement. (Standards 1.4, 2.6)

Standard 2

Student Success

General Observations:

Guam Community College (GCC) aligns its academic programs with its mission of providing high-quality, student-centered education and training. GCC offers a variety of academic and career-technical programs that cater to the educational needs of its students across different modes of delivery, including face-to-face and online. The curriculum is developed and reviewed to reflect the depth and breadth of the fields of study while aligning with industry standards and expected learning outcomes. Established processes exist for faculty-driven curriculum development, supported by board-appointed advisory committees and licensing bodies, to help programs meet current industry needs and the attainment of educational goals for students in various disciplines.

GCC emphasizes general education in all its degree programs, ensuring that students develop critical skills in communication, quantitative reasoning, and information literacy, as well as civic responsibility and the ability to engage with diverse perspectives. The College supports student success by offering clear, accessible information on programs, services, and resources through multiple platforms, including its website and social media. Courses are scheduled based on student needs and preferences to support timely completion of degrees and certificates. The College uses diverse delivery methods and teaching methodologies, including online options, to meet the varying curricular needs of its student body while promoting equitable learning and achievement.

In addition to academic offerings, GCC provides a wide range of support services designed to meet students' educational needs. These include library resources, tutoring, counseling, and accommodative services, which are all integral to student success. The College fosters a strong sense of community by offering engagement opportunities through student organizations, leadership training, and campus events. Systematic assessments of academic programs, learning support services, and student services are conducted regularly to ensure continuous improvement and innovation. These assessments, paired with data-driven decision-making, allow GCC to make necessary adjustments to enhance equitable student outcomes and overall institutional effectiveness.

Findings and Evidence:

GCC offers programs aligned with its mission to provide high-quality, student-centered education and training. The College programs strive to "provide the highest quality student-centered education and training for Micronesia," a core component of the College mission. The College offers one bachelor's degree, 23 associate degrees, and 17 certificates in both academic and career technical education, appropriate to each level of instruction. GCC's bachelor's

degree program reflects the breadth and depth and rigor appropriate to baccalaureate level with a section in its College catalog.

GCC develops programs responsive to community needs, exemplified by the online Associate of Science in International Hotel Management. Its Curriculum Manual outlines processes for developing postsecondary, secondary, and continuing education courses and programs. To maintain relevance and rigor, the College follows established policies for regular curriculum review, focusing on breadth, depth, and learning outcomes, ensuring alignment with educational goals and industry standards.

Programs are available in both face-to-face and online formats. In 2021, the College launched its first fully online degree program to better serve students with unique needs, such as working professionals or those facing transportation challenges. The College continues to assess and enhance its distance education offerings to improve enrollment and student success, with a focus on training and support. (Standard 2.1)

The College has established processes for review of its programs and expectations for alignment with fields of study and campus process. GCC aligns its academic programs with industry standards through a curriculum development process supported by input from workforce advisory committees, as mandated by Guam Public Law 14-77. These committees, consisting of industry experts, help career and technical education (CTE) programs reflect current industry needs. Faculty are the primary overseers of curricula and provide review and feedback through collaboration with the Curriculum Review Committee. Faculty follow the Curriculum Manual and Student Learning Outcomes Handbook to align programs with licensing and accreditation standards. For career and technical education programs, meeting minutes from advisory committees are used to inform and strengthen the curriculum process and are required to be attached to curriculum revision documents.

Recognizing that a portion of its programs were outdated, GCC integrated curriculum review into its assessment cycle in fall 2019. While significant progress has been made since summer 2024, a number of courses and programs still require updates with nine percent of active courses and 11 percent of programs still outstanding. The College acknowledges this as an opportunity for continued progress, with a strong commitment to ensure courses and programs are fully up to date and College processes are followed and achieved. Faculty and administrative leadership expressed a commitment to, and the team encouraged, strengthening continuous improvement, collaboration, overall communication, and a service-mindedness approach to assist faculty. Additional areas discussed and supported by the team included using and enhancing tracking tools, as well as ensuring faculty support in curriculum development and review, and developing/offering training opportunities to further improve how courses and programs are designed, updated, and offered. (Standard 2.2)

GCC offers a general education framework that fosters essential skills, which include communication, critical thinking, and quantitative reasoning across a wide range of disciplines.

The curriculum's recent reorganization into categories focused on lifelong learning, knowledge development, and civic engagement and reflects GCC's commitment to preparing students for evolving workplace demands. The College has expanded its Humanities and Fine Arts offerings and has established articulation agreements with various universities, ensuring that its general education courses are both comprehensive and transferable. GCC's general education framework supports broad intellectual development and aligns with higher education standards. (Standard 2.3)

GCC provides clear, accurate, and accessible information through multiple platforms such as its website, academic catalogs, and social media channels. The website offers comprehensive information on admissions, financial aid, academic programs, and student services, including resources for veterans and military students. The MyGCC portal further enhances accessibility by allowing students to view course details, financial information, and track degree progress through Ellucian Degree Works. The Office of Communications and Promotions (OCP) plays a key role in maintaining the integrity and accuracy of communications by overseeing all media and promotional materials, following established Standard Operating Procedures (SOP) to ensure consistency across all formats. Annual reviews of the website and catalog, as well as adherence to board policies for media relations and social media, demonstrate a structured and transparent communication system that supports student success. (Standard 2.4)

GCC ensures timely program completion through strategic course scheduling and academic planning. The College conducts student/instructional needs surveys each semester to determine course demand and schedules, while faculty perform degree audits and advisement to guide students in meeting program requirements. The use of a web-based degree planning tool allows students and advisors to plan and track academic progress, with additional features like advisor notes and audit logs to enhance its effectiveness. While GCC has consistently exceeded its completion goals for associate degrees, it has adjusted its benchmarks for certificate and bachelor's degree programs after falling short of targets. The College remains committed to improving course offerings and support systems to better align with student needs and ensure timely completion of degrees and certificates. (Standard 2.5)

The College uses diverse delivery modes and teaching methodologies that are regularly assessed for quality and effectiveness. The College gathers data through classroom observations, student surveys, curriculum reviews, and disaggregated analysis to ensure that instructional methods meet student needs and promote equitable learning outcomes. Each semester administrators and department chairs evaluate faculty to assess effectiveness and quality of teaching both in the classroom and online. IDEA surveys are also administered to students and used to assess modality, teaching methodology, and SLOs in all classes. An improvement made was to embed these surveys into online courses to improve response rates. The Professional Development and Initiatives Committee identifies workshops for faculty and leads the faculty mentoring initiative. The Five-Year Distance Education Strategic Plan (2023-2028) ensures alignment with ACCJC standards and Distance Education policies, as does board

policy. Faculty undergo continuous professional development, supported by initiatives like mentoring and workshops on topics such as AI and advisement. GCC has also made progress in expanding its distance education offerings, establishing a Five-Year Distance Education Strategic Plan and requiring faculty to obtain formal online teaching certifications to ensure high-quality online instruction. Tools like the Moodle LMS and Open LMS enhance the online learning experience, while efforts like the inclusion of accessibility features and secure student identity verification further support equitable student achievement. (Standard 2.6)

The College provides a broad array of academic and student support services, including library resources, academic advising, tutoring, financial aid, mental health, accommodative services, and counseling to students. Learning supports are available program-specific and institution-wide, such as the Learning Resource Center, computing labs, mental health support, tutoring, and counseling. Service outcomes are identified for learning support programs and students are regularly informed about services. (Standard 2.7)

In alignment with its unofficial motto, "Community is our middle name", GCC has robust cultural, educational, academic and career-training opportunities that foster and promote a sense of belonging and community for students at the College. The College highlights multiple engagement activities that include leadership development, service learning, and student governance, which cater to the varied needs of students. The Center for Student Involvement and the Council on Postsecondary Student Affairs spearhead the diverse range of activities that include student leadership conferences, campus festivals celebrating cultural diversity of the Pacific region, and opportunities that demonstrate the College's efforts to support students in their educational journeys. The College's innovative strategy to provide students the opportunity to participate in athletics through an MOU between GCC and the University of Guam further demonstrates its commitment and innovative strategies towards building a supportive community for its students. (Standard 2.8)

GCC has a robust program review process that follows board policy. The Assessment Institutional Effectiveness and Research (AIER) Office assists with assessment and evaluation of all campus units and programs following a 4-year cycle to ensure various components are adequately reviewed, analyzed, and assessed for improvement. This occurs over a one-year period, includes all awards and areas, and is recorded in a third-party vendor platform. Program assessment includes analysis of SLO achievement. Student input on their perceived progress on learning objectives is collected through a third-party platform. An example of improvements made as a result of these reviews includes curriculum revision in the Bachelor of Science in Career and Technical Education (BSCTE) program to improve retention. (Standard 2.9)

Conclusions:
The Institution meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9.
See Commendation 1.

Standard 3

Infrastructure and Resources

<u>General Observations:</u>
Guam Community College strategically allocates resources to support various educational services and operational functions. The College's infrastructure includes green buildings, laboratories, and facilities, all equipped to provide a conducive learning environment for its students. Qualified personnel, including experienced faculty members and dedicated support staff, ensure the smooth functioning of academic programs and student services. Furthermore, the College's sustainable financial resources are managed through careful budgeting and prudent investment strategies, ensuring the long-term stability and growth of the College. These resources are utilized to implement innovative teaching methods, provide comprehensive student support services, and maintain safe facilities for students, faculty, and staff.

<u>Findings and Evidence:</u>
GCC has a board policy that guides staffing levels and organizational structure. Rules, regulations, and agreements have been established among the College and bargaining units to ensure qualified personnel are hired for their roles. In addition, the College must abide by the Guam Civil Service requirements. Furthermore, a scope of work was established to determine acceptance of degrees and certificates to verify educational qualifications from non-US institutions. The College reports EEO outcomes in IPEDS data. (Standard 3.1)

GCC includes professional development as an institutional priority and the Professional Development Initiatives Committee (PDIC) plans, develops, and implements professional development for faculty. Staff and administrators are able to participate in professional development through the Professional Development (PD) program that is aligned with the College's mission. PD is also provided to the campus by this program, such as the two-day academic advising program offered in spring 2024. The College conducts staff performance review, program review training survey, college assembly, and career pathways workshops to assess professional development. (Standard 3.2)

GCC evaluates employees using a Work Planning and Performance Evaluation or via agreements with bargaining units. Evaluations are tied to the ISMP and recommendations for professional improvement are provided as needed to ensure employees have the skills and knowledge to be productive. (Standard 3.3)

Funds are allocated from the legislature, and other funds are available including extramural funds to support operations, innovation, and programs. Budget allocation is based on

institutional and academic priorities, as outlined in the Institutional Strategic Master Plan 2020-2026. It was clear during the campus tour that there is a great deal of renovation and modernization occurring on campus to support instruction and student services. (Standard 3.4)

The College's mission and goals emphasize leadership in career and technical workforce development, providing the highest quality, student-centered education and job training in Micronesia, and serving as the cornerstone for comprehensive financial planning. This critical aspect is noted on page 2 of the Strategic Resource Plan (2023-2027), highlighting the interconnectedness of strategic planning, budget allocation, and forecasting for institutional operation. These financial endeavors are intricately linked with the College's annual assessment cycle, ensuring that all fiscal decisions are aligned with GCC's overarching mission and goals of fostering a supportive and inclusive learning environment. Furthermore, budget training is provided to employees, and the campus can participate in budget discussions and planning. (Standard 3.5)

The College has implemented several stringent policies and procedures to uphold its financial integrity and promote the responsible use of resources. These measures are designed to ensure transparency and accountability in all financial matters. As a testament to its commitment to financial integrity, the College consistently receives an unmodified opinion in its financial and compliance audits. This signifies the College accurately represents its financial statements, financial position, and operations in its financial statements and that it complies with relevant laws and regulations. (Standard 3.6)

To maintain long-term financial stability, the College is committed to fulfilling its financial obligations by carefully managing its expenditures. This includes prioritizing spending on instructional needs, contractual services, personnel, and utility costs. Additionally, all other operational costs are subject to thorough review and approval before any funds are allocated. If necessary, measures such as cost-cutting are implemented to ensure the College's financial sustainability. GCC also has a plan to meet its lease back agreement, financial obligations, and holds insurance policies to ensure financial stability. The College's approach to financial sustainability is proactive and strategic, ensuring that it can continue to meet its financial obligations in the long term. (Standard 3.7)

The College is committed to creating and maintaining a safe and secure environment for all students, faculty, and staff. To achieve this, the College has developed a comprehensive Physical Campus Master Plan (PCMP 2020-2030) that outlines the construction and maintenance of physical resources to support educational services and operational functions. As part of this plan, the College has implemented measures to enhance security, including installing CCTV cameras in strategic locations across the campus and engaging private security services to ensure round-the-clock monitoring and response capabilities. These initiatives are designed to provide a safe and secure environment for everyone within the College community. The campus is able to suggest CIP projects annually, and regular walk-throughs of buildings are conducted by facilities and maintenance staff to help ensure safety. (Standard 3.8)

The College integrates technological resources such as learning management systems, online libraries, and digital collaboration tools to enhance educational services and streamline operational functions. Additionally, the College reinforces its cybersecurity measures by implementing robust policies and procedures, conducting regular security audits, and investing in advanced security technologies. Qualified personnel are hired to oversee the development and enforcement of network and data security protocols, ensuring the protection of sensitive information and the continuity of essential operations. Two documents, the Enterprise Architecture (EA) and Institutional Technology Strategic Plan (ITSP), guide technology planning and a third-party vendor provides backup and disaster planning for the College. (Standard 3.9)

The College has established a comprehensive set of policies and procedures to effectively address various emergencies related to financial crises, environmental hazards, technological disruptions, and other unforeseen circumstances. These protocols are designed to ensure the College community's safety and well-being and minimize the impact of such emergencies on campus operations. The College currently has a 5-year insurance contract for risk management. (Standard 3.10)

Conclusions:
The Institution meets Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9., 3.10

Standard 4

Governance and Decision-Making

General Observations:
Guam Community College demonstrates governance and decision-making practices aligned with Standard 4, ensuring a commitment to academic freedom, integrity, and participatory governance. Policies such as Board Policy 460 (Academic Freedom) and detailed guidelines in the Student Handbook provide clear expectations for academic conduct, supported by consistent communication through course syllabi and orientation sessions. Additionally, the participatory governance structure fosters inclusivity by engaging faculty, staff, and students in institutional decisions, with transparent procedures outlined in governance handbooks and public access to meeting minutes.

The College has well-defined roles and responsibilities in decision-making processes, as seen in the organizational structure and the active involvement of the College Governing Council (CGC). The College offers public access to meeting records and maintains clear channels for stakeholder participation.

Findings and Evidence:
GCC is clear in its commitment to academic freedom, academic integrity, and freedom of inquiry, as is evidenced in board policies (BP 460 – Academic Freedom and 470 – Code of Ethics) as well as its agreement with the faculty union. These values also appear in GCC's Personnel Rules and Regulations and are presented during new employee and adjunct faculty orientation. Students are clearly informed in the student handbook and the syllabus templates and checklist of academic integrity, including the consequences (board policies on academic freedom and freedom of inquiry are readily available for student review). (Standard 4.1)

Structures for decision-making are clearly identified in the Board-approved organizational chart and further described in the Participatory Governance Structure (PGS) Handbook. Procedures for College decision-making are documented in numerous places, including the Participatory Governance Structure Handbook, the Union Agreement, the Institutional Strategic Master Plan (ISMP 2020-2026), and Board minutes. The roles and responsibilities for participation are included in the handbook, and the opportunities for participation come in various forms but mostly through labor union and institutional committees. Examples that have involved constituency groups to advance the mission are the creation of the ISMP (faculty, staff, students, industry partners) and the Meet the President event (students). (Standard 4.2)

There is evidence that through board policies and the PGS Handbook, the College's decision-making structures are consistent and effective. The structure as well as roles and responsibilities are clearly defined in the handbook. Through the open forums and the campus tour, the team heard about the involvement of students and other campus members in governance processes. The organizational structure of the Board of Trustees indicates a role for

a student member and faculty and support staff advisory members. Through the various stakeholders included and/or invited to participate in Board meetings, the College demonstrates support for a climate of collaboration. The College may further strengthen its processes to ensure continuous, systematic evaluation of governance structures to enhance their effectiveness. (Standard 4.3)

It is evident in GCC board policies that the governing board takes responsibility for the overall quality and stability of the College. Through the policies on fiduciary responsibility (BP 200) and the annual audit (BP 204), the Board ensures the financial stability of the institution and the fiscal information and documents. GCC referenced Board Policy 306, which is a comprehensive assessment of instructional programs, student services, administrative units, and the Board of Trustees as an example of regularly monitoring progress. BP 110 ensures that there is regular review of policies that is facilitated by the board secretary who ensures that a series of policies is reviewed each semester and maintained on a calendar. (Standard 4.4)

The governing board's authority to select and evaluate the CEO is established through Guam Public Law 14-77. In addition, BP 115, 200, BP 455, and Article V of the First Amended By-Laws set clear expectations for the selection of, role, and authority of the CEO. The law also requires annual fiscal reports to be provided to the governor and Guam Legislature. The Board Handbook and BP 455 further define policies and processes outlining the delegation of authority and evaluation of the CEO. In addition, the CEO's contract includes monthly documented progress by the President as well as a year-end performance report. (Standard 4.5)

The governing board outlines its expectations for working as a collective unit in the *Membership Handbook* (Oct 2023). As soon as they are appointed, Board members are required to fill out a non-disclosure, conflict of interest form to demonstrate their ability to act in the best interest of the institution. BP 115 requires all board members to support the final decision of the board, once it has been reached. The First Amended By-Laws, BP 115 on ethics training, and BP 120 on new board member orientation document the procedures for self-governance and addressing behavior that doesn't align with board policies. Guam Public Law 36-25 and BP 115 requires ethics training, and BP 120 requires board orientation as well as professional development opportunities, such as attending the ACCT Leadership Congress conference. (Standard 4.6)

Conclusions:
The Institution meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Verification of Required Documentation

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. Some required documentation may have been used in response to ACCJC Standards that address the same or similar subject matter. For each required item listed, the team must verify its review of the required documentation, and indicated its conclusion by choosing one of the options below and note any comment or concerns where needed:

Verified	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
Verified, with Recommendations for improvement	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but improvement is recommended.
Not met	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
i Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	_X___Verified ____Verified, with Recommendation(s) for improvement ___Not met **Recommendation(s) for improvement**:
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Required Item	Conclusions
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	_X___Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Standard 2: Student Success

Required Item	Conclusions
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	___X_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
vii. Documentation of the institution's policies and/or practices for the release of student records	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ix. Official college catalog contains required elements (ER 20)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
FOR TITLE IV PARTICIPANTS:	

Required Item	Conclusions
x. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	__X__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
xi. Documentation of institution's : • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	_X___Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	__X__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	__X__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	__X__Verified _____Verified, with Recommendation(s) for improvement _____Not met **Recommendation(s) for improvement**:

Required Item	Conclusions
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Standard 3: Infrastructure and Resources

Checklist Item	Conclusions
i. Written policies and procedures for human resources, including hiring procedures	__X_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Employee handbooks or similar documents that communicate expectations to employees	__X__ Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
FOR TITLE IV PARTICIPANTS:	

Checklist Item	Documentation
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	__X__Verified (N/A) ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	__X__Verified (N/A) ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ix. Written code of professional ethics for all personnel including consequences for violations	__X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	___X_Verified ___Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	_X__Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iii. Governing board policies/procedures/bylaws related to Board Ethics	__X_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
iv. Governing board policies/procedures/bylaws related to conflict of interest	__X_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:

Other Federal Regulations and Related Commission Policies

Checklist Item	Conclusions
i. Documentation of the institution's appropriate and timely	__X__Verified

effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**:
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	___X_Verified ____Verified, with Recommendation(s) for improvement ____Not met **Recommendation(s) for improvement**: