

ISSUER

2024 INSTITUTIONAL SELF-EVALUATION REPORT

FOR REAFFIRMATION OF ACCREDITATION



GUAM COMMUNITY COLLEGE



Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Guam Community College

to

Accrediting Commission for Community and Junior Colleges

July 2024

Certification

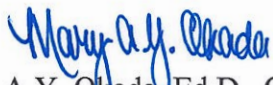
To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.


I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.


Signatures:


Mary A. Y. Okada, Ed.D., Chief Executive Officer and President Date 07.12.2024


Mr. Carlo M. Leon Guerrero, Chairperson, GCC Board of Trustees Date 07/12/24


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Mr. Carl Torres II, President, GCC Faculty Senate Date 7-12-24


Mr. Adrian Davis, President, GCC Staff Senate Date 7/12/24



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Forward to the Institutional Self-Evaluation Report

Guam Community College's self-evaluation process revealed a number of themes that highlight the institution's progress toward its mission: 1) GCC is mission-driven, 2) GCC is student-centered, 3) GCC's robust data collection system is an opportunity for institutional growth, and 4) GCC sustains an inclusive and collaborative culture.

Just as the cultural practice of weaving builds homes and strengthens communities, when woven together these themes create an environment in which diverse students are welcomed and empowered by programs and services that are continuously improving.

First, GCC is mission-driven. Its mission is as follows: *Guam Community College is a leader in Career and Technical Workforce Development, providing the highest quality student centered education and job training for Micronesia.* Institutional goals, derived from the mission, are woven into GCC's decision-making, budget processes, and the establishment of partnerships.

Second, GCC is student-centered. To be student-centered means to commit to the continuous refinement of courses and programs and the development of innovative curriculum to provide alternate paths to student success (e.g., bootcamps, apprenticeships, adult education, free college initiative). These innovations have positioned GCC as a resource, model, and leader in career and technical workforce development for the region.

Third, GCC's data collection system is an opportunity for institutional growth. While the system is robust, the college recognizes the need for departments and units to comprehensively and systematically use disaggregated data to inform decision-making and innovation. Driven by this realization, the college, with feedback from faculty, has developed a program review template with corresponding data sets for each instructional program. The recently redesigned and standardized program review process includes disaggregated data embedded in the college's assessment database and is now woven into the annual assessment cycle schedule. This initiative demonstrates GCC's commitment to offering the highest-quality student centered education.

Finally, GCC sustains an inclusive and collaborative culture. Through GCC's participatory governance structure, representatives of stakeholder groups participate in the GCC Board of Trustees, committees, working groups, and task forces.

External collaboration is also valued by GCC. The college partners with workforce advisory committees and public, private, and military sectors. With assistance from employers, the college also develops and offers individualized bootcamps responsive to industry needs. In addition, true to its mission of extending its services to the broader Micronesian area, the college provides onsite training to its regional partners, tailored to regional needs. Invitations are also extended to existing and potential regional partners to engage in GCC-sponsored professional development opportunities.

Weaving traditions are rooted in the building and rebuilding of communities. Strong structures are built upon and existing ones are reinforced. GCC, in the tradition of weaving and constant renewal, is dedicated to exploring its own strengths and opportunities for growth in order to sustain and propel the community on Guam and in the region.

A. Introduction: Institutional Context

Unique by its mandate, Guam Community College (GCC) was established in 1977 by [Guam Public Law 14-77](#) to serve both secondary and postsecondary students. The college's main service area is Guam, an island of about 170,000 people sharing 212 square miles of tropical land. The college enjoys an excellent reputation for providing quality career and technical education programs not only to the Indigenous CHamoru people of the region, but to a diverse student population from throughout the Western Pacific and beyond.

The main GCC campus is located on 32.75 acres in Mangilao, a village in central Guam. In addition, GCC secondary programs have found homes in satellite locations across the island in Guam's public high schools. The college acquired an existing facility in the nearby village of Barrigada, which will be renovated to house GCC's Workforce Development Center.

The college's reach is not just geographical. Its impact is evident in the 9,980 students it served in different capacities in 2023.

In Fall 2023, a total of 1,533 students were enrolled in GCC's postsecondary programs. These postsecondary programs include one bachelor's degree program, 23 associate degree programs, and 17 certificate programs.

GCC, in partnership with public and private sector employers, also offers an apprenticeship program registered with the U.S. Department of Labor. Four hundred forty-six apprentices were participants of this program in Fall 2023.

Secondary students have also benefited from GCC's establishment of career and technical education (CTE) programs at the six public high schools. These programs boast an overall average enrollment of 2,600 high school students per academic year. Upon graduation, eligible students can participate in GCC's Dual Credit Articulated Programs of Study (DCAPS), which allows them to earn entry-level college credit in corresponding postsecondary programs at GCC. In addition, GCC's Dual Enrollment Accelerated Learning (DEAL) program allows eligible students to enroll in college courses concurrently with high school classes and to receive both high school and college credit simultaneously.

Additionally, GCC offers the Adult High School Diploma Program, the General Educational Development (GED®) test, and an English as a Second Language (ESL) program, providing adult students a way to continue their educational journeys.

Guam Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC). The college's Associate of Arts in Culinary Arts program is accredited by the American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission, which is recognized by the Council of Higher Education Accreditation (CHEA). Reaffirmation of programmatic accreditation was received on February 1, 2023 and expires on December 31, 2029. GCC is also a member of the Pacific Postsecondary Education Council (PPEC), which is a consortium of presidents and chancellors of higher education institutions in the U.S. and U.S. affiliated Pacific Islands.

GCC's mission is as follows: "Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia."

Every forward step that GCC has taken has highlighted the spirit of this mission, and its guiding principles have led GCC to significant achievements in recent years.

Major events or developments that have occurred at the institution since the last comprehensive review:

In March 2020, Guam Community College confronted the unimaginable impact of COVID-19. Spring 2020 face-to-face classroom instruction was shut down immediately, and GCC faculty pivoted to online instruction. To help ease the sudden transition, GCC loaned laptops and MiFi devices to students to support their online learning. GCC was also quick to mobilize financial assistance for students through the federal CARES Act and American Rescue Plan, as well as provide mental health support through UpLift counseling services from WestCare Pacific Islands.

Amid these challenges, GCC continued to work toward the goals identified in the college's Institutional Strategic Master Plan (ISMP). The ISMP illustrates the long-term goals and initiatives that will bring GCC closer to realizing its vision to be "the premier educational institution for providing globally recognized educational and workforce development programs". The current guide to action, [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#), is composed of five goals:

- Goal 1: Advancing Workforce Development and Training
- Goal 2: Fostering 100% Student-Centered Success
- Goal 3: Leveraging Transformational Engagement and Training
- Goal 4: Optimizing Resources
- Goal 5: Modernizing and Expanding Infrastructure and Technology

Concrete progress has been made in each of these areas, demonstrating the college's dedication to its mantra: "Students First, Mission Always."

ISMP Goal 1: Advancing Workforce Development and Training

Staying true to its mission, the college has pursued several initiatives to maintain its status as a leader in career and technical workforce development.

One ongoing initiative is the pursuit of dialogue between GCC and local educators and industry professionals. Noteworthy examples of this endeavor include:

- February 2019: "Building Leadership Capacity in CTE in the Pacific Region: Successes, Challenges, and Opportunities," a CTE summit hosted by GCC gathered regional institutions and focused on workforce development.
- December 2019: GCC Leadership Dinner held at the Westin Resort Guam, in which GCC president, Dr. Mary Okada, informed industry leaders about the college's [Institutional Strategic Master Plan \(ISMP 2014-2020\)](#) and shared industry challenges and professional insights.

- Fall 2020: The Workforce Opportunities Reimagined Conference (WORC) - September 2020; and its successor, WORC 2 – November 2020, gathered local leaders to identify and address the negative impacts of COVID-19 on the island's workforce.
- December 2023: Guam's Health and Social Services Workforce Development Collaborative Summit provided an opportunity for government entities (healthcare and education), military, and private industry leaders to participate in dialogue to identify innovative initiatives to advance workforce development in local and regional healthcare.

GCC's collaborative efforts have made significant progress in workforce development through improvements to established programs and the implementation of new ones.

For example, as a direct result of the insights gained in the second Workforce Opportunities Reimagined Conference (WORC 2), GCC has offered 46 boot camps since 2018. These boot camps have been offered in various areas including construction, ship repair, truck driving, information technology, medical home health aide, engineering technician, HVAC, certified nursing assistant, medical code and billing, diesel mechanic, bus driving, childcare, childcare leadership and cybersecurity. The total number of bootcamp completers since June 2018 is 565, with a completion rate of 81%. The number of individuals who gained employment with an employer sponsor after completion of the bootcamp is 430, a percentage of 76%. GCC will conduct an employer survey to determine industry demand for certain bootcamps and maximize participation. This survey will also identify specific training needs.

Another initiative developed by the college to enhance workforce development addressed chronic teacher shortages in the workforce of Micronesia. GCC developed its Bachelor of Science in Career and Technical Education (BSCTE) degree program, which prepares individuals who have technical knowledge and skills in certain trades to teach in a classroom setting. The program was approved by the Accrediting Commission for Community and Junior Colleges (ACCJC) in January 2020 and began in Fall 2020. This effort is in direct alignment with the college's mission of providing high quality student-centered education and job training for Micronesia.

Other significant accomplishments in the advancement of workforce development and training include the following:

- February 2019: Approval of GCC's Associate of Science degree program in Practical Nursing by ACCJC and the Guam Board of Nurse Examiners (GBNE). The program was first offered to students in Fall 2019, replacing the college's certificate program in Practical Nursing.
- Summer 2019: Completion of a Construction Trades bootcamp at the College of the Marshall Islands led by GCC instructors. All 25 participants successfully completed the bootcamp, significantly strengthening the workforce of Micronesia.
- January 2020: Establishment of GCC's first-ever Paramedic Certification program, a two-year program in partnership with the Guam Fire Department and the School of EMS in Tyler, Texas, resulting in 14 participants becoming Certified Paramedics.
- September 2022: Launch of GCC's first Apprenticeship bootcamp in partnership with Cabras Marine Corporation.

The success of these endeavors highlights the needs of Guam and its population, as well as the college's dedication to responding to those needs.

ISMP Goal 2: Fostering 100% Student-Centered Success

Fostering 100% student-centered success requires that GCC supports students throughout their educational journeys from the moment they become a GCC student.

GCC's progress in this goal is evident in the following examples:

- October 2019: GCC launched Ellucian Degree Works to help students monitor their academic progress. GCC's Ellucian Degree Works is a web-based tool that provides a more accessible and organized way for students to plan the completion of their programs.
- December 2019: GCC and the University of Guam (UOG) signed a Memorandum of Agreement establishing a "Cooperative 2+2" degree program in Computer Science, thus, allowing students pursuing a degree in Computer Science to first complete their associate degree at GCC before completing two more years at UOG to obtain their bachelor's degree.
- Fall 2020: GCC revisited its math and English placement requirements in an effort to support student-centered success. GCC began accepting Platinum and Gold level ACT WorkKeys National Career Readiness Certificates (NCRC) as evidence of college-level readiness in math and English. Students who achieve Platinum and Gold levels can enroll in GCC's Finite Mathematics and Freshman Composition courses without having to take the placement exam.
- April 2021: In response to the needs of its population, GCC developed its first distance education degree program. The ACCJC Committee on Substantive Change approved GCC's Associate of Science degree program in International Hotel Management (IHM). The distance education program offers students more flexibility in their pursuit of a degree and responds to the needs of students who are already working professionals.

Efforts to establish new and improved program and certification offerings under ISMP Goal 1 and 2 have all been in pursuit of new avenues for student success.

GCC's progress in pursuing 100% student-centered success was recognized in AY 2020-2021, when GCC was named first runner-up of 203 entries submitted in the U.S. Department of Education's Rethink Adult Education Challenge. The Guam Community College's submission highlighted the Marine Transportation Ship Repair bootcamps.

The college's success hinges on the success of its students. Providing students access to a rich and challenging curriculum while also ensuring ease of access is one avenue to that success.

ISMP Goal 3: Leveraging Transformational Engagement and Governance

GCC understands that the key to the institution's continued success lies in open participation from the community. The college ensures that every voice is heard by engaging stakeholders in the planning and decision-making processes.

One significant example of this is the process that birthed the college's [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#). Consultant partners for GCC's ongoing transformational journey were engaged to facilitate the planning process. Then, using the framework of co-creative participation, the college solicited input from leaders and administrators, support staff, faculty, students, and industry partners in envisioning the way forward.

The formal planning process kicked off during the Fall 2018 Convocation, followed by several brainstorming sessions with key leaders of the college. During the Fall 2018 College Assembly "Envisioning GCC's Future by Design," consultants conducted a critical planning activity entitled, "Imagining GCC in 2026: Planning Framework and Thematic Categories." Small groups of administrators, faculty, and staff engaged in intensive brainstorming related to developing objective statements for the ISMP goals.

Other examples of participatory processes include procedures such as budget development and the drafting of other institutional reports.

The community insight shared with the college ensures that its initiatives are always aligned with its mission to support student success.

ISMP Goal 4: Optimizing Resources

In order for GCC to continuously provide the highest quality student-centered education and job training for Micronesia, it must diversify its revenue streams and make the most out of existing resources. Some examples of how GCC optimized its resources include the following:

- AY 2018-2019: GCC utilized external funding to redesign its pre-apprenticeship bootcamps. The redesigned bootcamps' goal for each participant is to ensure employment and advancement and to ensure private-sector partners are fully engaged in designing the curriculum, screening applications, and hiring completers into their apprenticeship program
- July 2020: Twenty-four students were beneficiaries of GCC's First-Year Free initiative for the Culinary Arts program and the Tourism and Travel Management program. This initiative was made possible through the United States Department of Interior (USDOI) funding administered through the Guam State Clearinghouse. In AY 2021-2022, a second group of students also benefited from this initiative with funds from the USDOI through the Office of the Lieutenant Governor.
- AY 2020-2021: GCC closed the chasm between available jobs and the skillsets of our existing workforce by partnering with the Government of Guam and the private sector to identify job skills required to help people return to the workforce. The outcome was the creation of 13 work-ready bootcamps, which started and completed in FY 2021, 12 completed in 2022, and 13 completed in 2023. There are currently 17 bootcamps at various stages of design.
- Summer 2022: The college received a grant through the Education Stabilization Fund (ESF) to support the GCC Literacy Navigators Program and Student Success Center Renovation & Expansion Program.

ISMP Goal 5: Modernizing and Expanding Infrastructure and Technology

Providing ways for students to meet their educational goals means, among other things, to modernize and expand the college's infrastructure and technology. Since the last comprehensive review, GCC has made several large leaps forward in this goal.

In early 2019, the college moved its servers to the cloud, affording greater security, accessibility, and reliability. In August 2019, GCC also implemented a program allowing students to subscribe to an online textbook service, giving them access to thousands of books for less than the cost of purchasing a single textbook. A few months later, in November 2019, the college launched the GCC mobile app for Android and iOS mobile devices, giving students mobile access to all of GCC's online services. The college also implemented a more user-friendly online application process in Spring 2020.

Providing students with these online avenues to engage with the college and take ownership of their education demonstrates the college's dedication to its student-centered mission.

GCC is also heavily involved in expanding and improving its infrastructure to support student growth. Recent capital improvement projects include the following:

- The renovation of Building 100, which houses the Criminal Justice department, as well as the General Education programs
- The completion of the vaulted walkway, including solar-powered lights, connecting the Student Center with the Allied Health Building
- The completion of the Student Center canopy, built to provide students with an outdoor recreational space sheltered from the elements
- The completion of the DNA lab, which expands Guam's DNA-testing capabilities
- The completion of the new Multipurpose Auditorium, a 12,500 sq. foot, single-story concrete structure that allows the college to host and support school and community events.

All of the above structures, besides the Student Center canopy, adhere to the world's most widely used green building rating system, Leadership in Energy and Environmental Design (LEED). With these additions, GCC has four LEED-certified buildings – Buildings 100, 200, 4000, and 6000, two are in the certification process – Building 300 and the Forensic Building, and one building under construction using the LEED framework, making GCC one of the most sustainable government agencies in Guam.

Ongoing projects include the following:

- The construction of the Culinary Arts and Baking Center, which began in October 2023
- The Back-Up Generator Project for the Administration Building (2000)
- The Building A and C 100-Kilowatt Solar Project, which is projected to increase GCC's Renewable Energy Portfolio by 3%
- Renovation of the Workforce Development Center
- Building B Renovation/expansion
- Building 2000 100-Kilowatt Solar Power Project

A project that is still in the design or planning stage is the GCC Wellness Center.

Progress in ISMP Goal 5 can easily be seen by observing the ongoing campus construction projects. Similarly, overall progress in the [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#) is demonstrated by the quality of student life, the rigor of GCC's curriculum, and the dedication that GCC employees show toward fulfilling their student-centered mission.

Despite several island-wide challenges like the COVID-19 pandemic, the impact of Super Typhoon Mawar, and the subsequent economic troubles, the college has proven its resilience by continuing to provide its students with the highest quality, student-centered education and job training for Micronesia.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Standard 1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.

Guam Community College was created by [Guam Public Law 14-77](#) to provide secondary, postsecondary, and adult educational programs, and career and technical training for the region. To better guide the college on its journey, the GCC Board of Trustees adopted [Board Policy 100 \(Mission Statement\)](#), which established the college's mission statement as follows:

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

The college takes pride in its status as a leader in workforce development and emphasizes dedication to the role in the first few words of its mission. As Guam's only community college and a leader in the community, GCC strives to strengthen Guam's economic growth by providing critical education and workforce development through its ever-expanding catalog ([AY 2024-2025 College Catalog](#)) of programs, services, and partnerships. These programs include one bachelor's degree program, 23 associate degree programs, and 17 certificate programs. In addition, GCC offers 1) an apprenticeship program registered with the U.S. Department of Labor, 2) CTE programs in the six Guam public high schools, 3) the Adult High School Diploma Program, 4) the General Educational Development (GED®) test, and 5) an English as a Second Language (ESL) program, as well as many other services for its students.

The college's constant pursuit of quality education and job training for its students is visible in its collaborative structure. Industry professionals are involved at the secondary and

postsecondary levels in the planning and execution of numerous initiatives, including high school Work Experience, bootcamps, and apprenticeship programs.

GCC's services are extended to other educational institutions in Micronesia, demonstrating its commitment to Micronesian partners and the improvement of the quality of job training in the region. In recent years, GCC has assisted the College of the Marshall Islands and the College of Micronesia with the implementation of the ACT WorkKeys assessment, which measures foundational skills required for success in the workplace. In 2022, GCC also assisted in providing OSHA-10 training to students of the College of Micronesia. Plans are also set for the Chuuk Department of Education to receive assistance from GCC with curriculum and bootcamp training for CTE-specific courses.

The programs and services that GCC offers demonstrates its values of diversity, accountability, service, and integrity. [Board Policy 100 \(Mission Statement\)](#) and other official GCC publications explain GCC's values in more detail:

Diversity: an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the college's common goals;

Accountability: a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement;

Service: supporting and recognizing service at all levels of the college, striving to contribute to the benefit of the college, students, community, and our neighboring islands within Micronesia; and

Integrity: holding high standards of character and integrity as the foundation upon which the college is created.

In addition, the college is:

Learning-Centered: fostering intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community; and

Student-Centered: committed to education, inquiry and service in order to meet our students' ever growing and changing needs, promoting lifelong learning, civic and social responsibility, leadership, and career growth.

These values are reflected in the participatory culture of the college, the efforts of its stakeholders, and the college's approach to achieving student success.

The college's student-centered approach, a prominent facet of its mission, has progressed toward equitable educational opportunities and outcomes. On February 20, 2023, the GCC Board of Trustees adopted [Board Policy 161 \(Diversity, Equity, and Inclusion\)](#), committing to Diversity, Equity, and Inclusion (DEI). This commitment to DEI is especially significant as the college's unique student population hails from the ethnically and culturally diverse area of Micronesia and areas beyond. [GCC Fact Book, Volume 18](#) breaks down the student population in Fall 2023 as follows: 610 CHamoru students, 563 Filipino students, and 172 students of Micronesian descent (Chuukese, Kosraean, Marshallese, Palauan, Yapese, and Pohnpeian.)

The college's mission statement is recited before every Board of Trustees meeting as well as before every department, division, and committee meeting. In addition, the mission statement is published on the [GCC Public Website](#), the [College Catalog](#), [GCC Fact Book, Volume 18](#) and other official GCC publications. The ubiquity of the mission statement signals to all who visit the GCC campus that the mission is central to the college's operation.

Standard 1.2

The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

GCC's meaningful and ambitious goals serve as guides toward the realization of its mission, making it necessary for the college to work collaboratively on the revision of the Institutional Strategic Master Plan, which summarizes the college's ambitions for the foreseeable future. The current ISMP details goals and objectives that span from 2020-2026 and are aligned with the college's seven-year accreditation period, awarded in 2018.

The revision of the ISMP was guided by external consultants who introduced the transformational framework to the college community. This framework was meant not only to explain the revision of the ISMP, but also to drive the path forward for every participant by identifying and addressing areas of underperformance.

The formal ISMP revision process involved all stakeholders and began during the [Fall 2018 Convocation](#). During this event, administrators, faculty, and staff from the college's various programs and departments were tasked with developing goals and objectives for the college. Then, the core team reconvened during the 2018 College Assembly to review feedback received. To maximize stakeholder input, GCC opened the doors for students and industry partners to contribute. Student focus groups were held in December 2018 and January 2019. The Industry Partners Forum was held in January 2019 as well.

As a result of this collaboration, the current Institutional Strategic Master Plan, approved by GCC's Board of Trustees in October 2019, reflects the voices and contributions of all stakeholders. The document serves as the college's compass to provide the highest quality, student-centered education and job training for Micronesia. The following goals and objectives are included in the [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#):

Goal 1: Advancing Workforce Development and Training

Objective 1.1- Respond to local and regional occupational needs

Objective 1.2- Cultivate meaningful partnerships

Goal 2: Fostering 100% Student-Centered Success

Objective 2.1- Enhance the professional development process for all employees

Objective 2.2- Implement innovative strategies and practice flexibility in meeting student needs

Objective 2.3- Integrate and enhance wraparound services

GOAL 3: Leveraging Transformational Engagement and Governance

Objective 3.1- Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making.

Objective 3.2- Foster an organizational culture that empowers and facilitates transformational engagement and rewards collaboration

GOAL 4: Optimizing Resources

Objective 4.1- Diversify revenue streams

Objective 4.2-Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)

Objective 4.3- Provide employee professional development

Objective 4.4- Develop and implement succession planning

Objective 4.5- Cultivate team building

GOAL 5: Modernizing and Expanding Infrastructure and Technology

Objective 5.1- Expand educational footprint

Objective 5.2- Ensure robust technology

Objective 5.3- Provide access to sustainable facilities

These goals and initiatives reflect the institution's focus on continuous quality improvement and equitable student outcomes. Additionally, these goals and initiatives drive the college's response to meeting the needs of students and addressing industry standards. They are also embedded in the college's assessment and budget development process.

Standard 1.3

The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

As indicated in the [GCC Assessment Handbook \(2023-2028\)](#), assessment at the college is viewed as a collective effort to demonstrate commitment to an institutional dialogue about student learning. Two major goals drive assessment at GCC: accountability and improvement. All assessment plans are required to address at least one of the ACCJC Accreditation Standards and at least one goal from the following institutional priorities:

- [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#)
- [Institutional Learning Outcomes \(ILOs\)](#)
- Budget related goals

[Board Policy 306 \(Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees\)](#) is the institutional mandate that directs all campus-wide assessment activities. Through this policy, the GCC Board of Trustees adopted a cycle of program evaluation to 1) assess program quality, productivity, need, and demand; 2) improve the quality of offerings and career and technical training; 3) ensure appropriate allocation of resources; 4) determine program effectiveness; and 5) implement program improvement strategies.

The Assessment, Institutional Effectiveness and Research (AIER) Office works with all sections of the college as assessment activities are carried out. Additionally, the AIER office works collaboratively with the Committee on College Assessment (CCA) to ensure that the comprehensive assessment process demonstrates accountability and promotes internal

improvements.

The [GCC Assessment \(CCA\) and Curriculum \(CRC\) Cycle Schedule \(2024-2029\)](#) occurs over a one-year period with a staggered assessment schedule for programs, courses, services, and administrative units. These units are divided into five (5) groups:

- Group A: Associate Degree Programs
- Group B: Certificate Programs
- Group C: Administrative Units & Student Services
- Group D: Special Programs
- Group E: Bachelor Degree Program

Originally, the assessment cycle was a two-year cycle; however, based on feedback received from the Curriculum Review Committee (CRC) and the Committee on College Assessment (CCA), the cycle was changed to a one-year cycle in December 2023.

All assessment work is recorded and reported in the Nuventive Improvement Platform assessment management system (formerly TracDat), which serves as the institution's repository of assessment data and assessment work over time. The platform features intuitive organization of the assessment process, progress on goal alignment, documentation of evidence, and reporting capabilities that different user groups can use to track progress against goals.

An additional assessment tool used by the college is the enhanced version of Anthology Evaluate, which includes the Instructional Development & Evaluation Assessment (IDEA) Student Ratings System. Anthology Evaluate is a course evaluation tool that gathers feedback from students regarding their perceived progress on learning objectives and the frequency of teaching. Through system generated reports, instructors are provided with disaggregated data gathered from the evaluation so that they can make informed decisions for instructional improvement. The [IDEA Unit Summary Report-Course Evaluation](#) is one way that students can participate in the active improvement of their learning environment.

In addition to using data for course evaluation and improvement, disaggregated data has also been useful in evaluating three of the college's essential programs:

- [Classroom Learning Yields Math and English Readiness \(CLYMER\)](#), a program that allows students to place directly into credit-bearing math and English courses based on their high school math and English grades, along with their overall grade point average.
- [Dual Credit Articulated Programs of Study \(DCAPS\)](#), a program that allows students in GCC's secondary CTE programs to be awarded college credits for completing high school courses with aligned learning outcomes, among other eligibility requirements.
- [Dual Enrollment Accelerated Learning \(DEAL\) Program](#), a program that allows eligible students to enroll in college courses concurrently with high school classes and to receive both high school and college credit simultaneously.

The disaggregated data of students who have participated in the above programs is published by the college in the Gateways to GCC Report ([2018-2019](#), [2019-2020](#), [2020-2021](#), [2021-2022](#)).

This report covers the following:

- CLYMER: The success rate of participants who earned a C or higher, and a B or higher, analyzed by high school and by subject (math and English).
- DCAPS: The number of college credits awarded for each CTE program, analyzed by public high school; which secondary CTE program has the highest overall number of college credit awardees among all public high schools; the percentage of students who avail of college credits through DCAPS versus the number of students who earned a Certificate of Mastery (COM).
- DEAL: The grades earned in students' dual-enrolled class; the method of placement into the college credit-bearing course (placement exam or CLYMER); which high school has the highest rate of DEAL participants.

The Gateways to GCC Report also includes recommendations based on conclusions drawn from disaggregated data. The 2022 Gateways to GCC Report indicates that the college is exploring course-to-course articulation so that students, once pursuing postsecondary studies, can receive DCAPS credits regardless of their programs of study. Data from the Gateways to GCC report influenced a recent change in DCAPS guidelines, allowing students who have received a Certificate of Completion from a GCC CTE program to be awarded college credits for a course. This became effective AY 2022-2023 ([Certificate of Completion Awarding of Credits Memos](#)). Disaggregated data on student enrollment related to ethnicity, age, and gender are reported in the college's [GCC Factbook, Volume 18](#) and includes enrollment by program.

Although program assessment (analysis of program SLO achievement) for certificates and degrees has always been included in the college's assessment cycle, comprehensive program review is a recent addition to the cycle. Negotiations between faculty and the Board of Trustees in AY 2022-2023 resulted in the requirement for systematic program review as seen on page 96 of the [Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029](#). Prior to this agreement, which was implemented in Fall 2023, program review had only been conducted to address specific concerns, such as decreased program enrollment or licensure passing rates.

Reflection of this practice led GCC management to the conclusion that a more regular comprehensive program review schedule was necessary for proactive identification of areas in need to avoid any negative impact on student success. Thus the process of comprehensive program review was included in the faculty union agreement and embedded in the current assessment cycle.

AIER responded to this new implementation by developing a [program review template](#) with feedback from faculty and providing data sets on the Nuventive Improvement Platform for faculty use. Faculty training was conducted and feedback solicited to refine data sets, which includes disaggregated data such as student gender, ethnicity, and age for each program and course. Faculty are asked to use the data to determine how programs can ensure student success for all. For example, if the data reflects challenges for a particular subset of students, faculty can provide recommendations for addressing those challenges.

AIER provided training on the program review template in Spring 2024 and will provide additional training, as needed.

Underscoring GCC's dedication to reviewing disaggregated data is the college's recent collaboration with Asian and Pacific Islander American (APIA) scholars and UCLA researchers. GCC's participation in "[The Data Voyager Project: Leveraging Disaggregated Data to Improve Native Hawaiian & Pacific Islander Student Success Co-Investigative Research Project](#)" has led the college to examine data-driven internal processes with a focus on disaggregated data to improve equitable student outcomes ([Data Voyager Project Narrative, August 2023](#)).

Standard 1.4

The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

The college's goal of 100% student-centered success is only achievable through thoughtful planning and regular evaluation of its programs and services. Understanding this, various processes and plans have been established to ensure that institutional spending is justified and will be effective in achieving GCC's mission.

The Nuventive Improvement Platform is the college's main assessment tool, and the data that it gathers and stores is essential in demonstrating the need for improvement, innovation, and/or resource allocation.

The platform has identified several areas of need in recent years, resulting in the following changes:

- The Office of Accommodative Services' procurement of assistive technology equipment to support student needs and an increase of American Sign Language (ASL) interpreter services in 2021
- The installation of water-filling stations in high traffic areas in 2021 after GCC's Sustainability Office identified the need to reduce the use of single use plastic containers
- The conversion of the Certificate in Practical Nursing into an Associate Degree in Practical Nursing, approved by ACCJC in 2019 after a program review ([Guam Community College Practical Nursing Program Review, Concerns and Recommendations, November 15, 2017](#))

Assessment results also heavily influence budget development. The results of program assessments help determine budget development by highlighting areas of need. The college's [FY 2025 Government of Guam and Non-Appropriated Fund \(NAF\) Budget Preparation \(October 12 & 13, 2023\)](#) guidelines specifically require the integration of program assessment in the budget and planning process.

Industry need and student interest also drives the college's decision-making and resource allocation. One major example is the decision to expand GCC's Culinary Arts Program, which received a renewal of its programmatic accreditation ([American Culinary Federation Foundation, February 1, 2023 Letter to Guam Community College](#)) from the American Culinary Federation Education Foundation Accrediting Commission in Fall 2023. This programmatic accreditation demonstrated to the culinary industry the credibility and quality of GCC's Culinary Arts Program, and more partnerships with local employers were developed as a result. Consequently, student demand grew, and GCC responded by seeking resources to 1) add a Baking and Pastry

track for the Culinary Arts Program, and 2) renovate Building 400 to house new equipment for program expansion. With funds from the U.S. federal government, both goals were accomplished, demonstrating to the community that the college responds to the needs of its students and the island.

Thoughtful and effective planning is required to ensure proper resource allocation, innovation, sustainability, and quality improvement. While all GCC employees are vital in this endeavor, certain stakeholder groups are directly involved in institutional planning:

- The Resource Planning and Facilities (RPF) Committee serves as the forum for discussion of any available or needed resources and facility issues or concerns. Among other tasks, this committee reviews and updates the [Physical Campus Master Plan \(2020-2030\)](#) and recommends priority capital improvement projects for the college.
- The College Governing Council (CGC) makes governance-related recommendations to the president of GCC and the GCC Board of Trustees.

Together, these two groups review the college's annual budget every semester and submit the recommendation to the Board of Trustees for approval.

Standard 1.5

The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvements.

GCC's framework of participatory governance relies on open communication between the college and its stakeholders. Because of this, the college strives to maintain transparency of its major processes, decisions, and challenges. The institution does this in a number of ways.

First, the college maintains a public website that publishes announcements, events, job openings, reports, and other publications ([GCC Website-Publications-Public Reports](#))

In addition to the website, GCC also utilizes several official social media platforms – Instagram, Facebook, Threads, and YouTube – to inform the public of college events and initiatives.

Internally, GCC uses the MyGCC platform to share announcements with students and employees. Reports, Standard Operating Procedures (SOPs) and institutional memos are also available on MyGCC. Several in-person mandatory events are also held throughout the year, during which GCC employees are updated on progress and challenges related to the college mission. These events include the following:

- Convocation, held at the beginning of the academic year and mandatory for faculty
- Fall college assembly, mandatory for all employees
- Spring college assembly, mandatory for all employees
- New Employee Orientation, mandatory for new employees
- Adjunct Orientation, held each semester

Major topics covered during recent college events include updates on 1) the current Institutional Strategic Master Plan ([Spring 2023 College Assembly Agenda](#)), 2) the college's Institution Set Standards ([Fall 2023 College Assembly Agenda](#)), and 3) accreditation ([Spring 2024 College Assembly Accreditation PowerPoint](#), [Spring 2024 College Assembly Agenda](#)).

While these major gatherings are meant for GCC employees, students also have the opportunity to gain a deeper understanding of the college's strengths, priorities, and areas for improvements via the Meet the President forum, held every semester. During this forum, students pose questions and submit comments to GCC's president in a face-to-face setting. Students receive immediate feedback from the college's leadership in this forum.

External stakeholders are also made aware of institutional strengths and areas for improvement, via institutional reports, media releases, and audits. In addition, many external stakeholders are part of GCC's advisory committees, providing input on curriculum update and development. Advisory committees are another avenue through which external stakeholders can understand the college's strengths and areas for improvement.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

Standard 2.1

Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

Guam Community College's academic programs aim to "provide the highest quality student-centered education and job training for Micronesia." GCC provides opportunities for postsecondary students to earn degrees and certificates, transfer to four-year educational institutions, and engage with employment prospects through its many programs. GCC offers one bachelor degree program, 23 associate degree programs, and 17 certificate programs. GCC is also present in the local public high schools with CTE programs at the six locations around the island that offer high school students a convenient and efficient path to a postsecondary degree after high school graduation.

GCC's [Graduate Employment Report for the Classes of 2019-2022](#) indicates an increase in the number of associate degree graduates from 2019–2022. This increase is indicative of the college's efforts toward ensuring student success while also giving students challenging and relevant learning experiences.

Several board policies and documents ensure that all academic programs align with the college's mission.

- [Board Policy 345 \(Credit Hour Policy\)](#) ensures that the college's requirements of course contact hours comply with Federal and accrediting agency guidelines. The credit-hour policy also ensures that the college provides undergraduate level credit courses under a semester system of approximately fifteen (15) weeks each semester per academic year (or provides equivalent courses in the summer session) to allow for breadth and depth of learning.

- [Board Policy 306 \(Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees\)](#) ensures that the college evaluates its programs to determine program effectiveness and implement program improvement strategies. Continual assessment of programs ensures that the college improves the quality of academic offerings and career and technical training in order to achieve expected learning outcomes.
- [Board Policy 335 \(Workforce Development Advisory Committees for Career and Technical Education\)](#) ensures that the college provides its students with quality job-training by establishing workforce development advisory committees. The policy ensures that each CTE program of the college has one functioning workforce development advisory committee. These committees ensure that CTE programs reflect the appropriate breadth and depth of industry standards. To assist the committees, GCC provides the [Student Learning Outcomes Handbook \(2023-2024\)](#) and the [Workforce Advisory Committee Handbook \(2023-2024\)](#).
- The [Curriculum Manual \(2023-2024\)](#) ensures that all academic programs align with the college's mission and provides information on the curriculum development and revision processes at Guam Community College (GCC) for both instructional programs and courses. The curriculum development and revision processes ensure that the college provides students with a quality education as stated in its mission statement.
- The [Student Learning Outcomes \(SLO\) Handbook \(2023-2024\)](#) is a valuable resource for those developing and improving college curriculum. It provides essential context and a framework that ensures student learning outcomes are aligned with the college's mission.
- Department Advisory Meeting Minutes ([e.g., Culinary Food Service Department Advisory Committee Meeting, February 23, 2023](#)) also serves as evidence that department advisory boards are assisting faculty with the development of relevant, quality academic programs that provide students with the knowledge and training to become successful in the workforce.

[Board Policy 340 \(Distance Education Policy\)](#) is GCC's Distance Education Policy and aligns with the Policy on Distance Education and Correspondence Education from the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). The Distance Education policy provides another learning modality for GCC students in addition to the face-to-face instruction that the college provides.

The college has also responded to the needs of its population by developing its first distance education degree program. In April 2021, the ACCJC Committee on Substantive Change approved GCC's Associate of Science degree program in International Hotel Management (IHM). The distance education program offers students more flexibility in the pursuit of their degree and responds to the needs of students who may be working, caring for others, or have issues with transportation.

Fall 2021 marked the first semester that the DE IHM program was offered. Since then, 20 students have declared in the program. This includes eight students who started the DE program in AY21-22. Four of those eight graduated within two years of enrollment, and four stopped out. Since Spring 2023, there have been eight newly declared students in the DE IHM program.

The number of students declaring in the program has not increased as anticipated. GCC's AIER office will work with the IHM faculty to develop and conduct surveys of students declared in the program regarding their program experience. Based on results, department faculty will work with the instructional designer to identify necessary actions to improve enrollment and student experience. Additionally, in order to maximize the support of students enrolled in DE courses, instructional and non-instructional departments must disaggregate assessment data for DE and traditional students.

Recognizing the need to support the college's distance education journey, GCC hired an instructional designer in 2022 who has since been leading a review of the college's DE program. Findings regarding DE enrollment patterns, student performance, and student satisfaction are included in the [Distance Education Key Performance Indicators and Summative Data Analysis Report \(2018-2024\)](#).

The instructional designer collaborates across departments to ensure digital accessibility and inclusivity, develops strategic plans, and creates essential resources to support faculty and students. This support comes in many forms, including the development of training videos and asynchronous training modules for faculty and students. Training modules for faculty cover topics such as content creation and course building. These modules empower faculty to create and deliver rigorous instruction through the learning management system (LMS).

The college recognizes the importance of regular and consistent LMS training. Faculty members are strongly encouraged to proactively plan for training recognizing that training and certification in LMS use, online pedagogy, and course development can take eight to 12 months. This training, though lengthy, supports the institution's mission and helps ensure that faculty are able to deliver content of the appropriate breadth and depth in the online modality.

In further support of robust education, GCC supports faculty training opportunities provided by external organizations such as Quality Matters for teaching online certifications. Moodle Academy for LMS training allows for a diverse range of professional development pathways. This comprehensive approach ensures that faculty are well-prepared to deliver effective online instruction and contribute to the success of online learning initiatives at GCC.

Standard 2.2

The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Ensuring that the college's academic programs reflect current industry needs and standards is a key aspect of GCC's mission. A Program and Course Review Audit by department was conducted by GCC in AY16-17 that revealed that 31% of GCC's associate programs and 44% of GCC's certificate programs had program guides over five years old. In addition, out of the 40 associate and certificate programs offered by the college, 29 of them had courses that were at least five years old - 72.5%.

Acknowledging this shortfall, the college incorporated curriculum review into the institutional assessment cycle in Fall 2019, and strides have been made to update outdated curriculum documents. As of Summer 2024, 23.9% of the 447 active courses and 17.78% of 45 programs in GCC's catalog have not been updated since 2018.

GCC's Curriculum Review Committee (CRC) will continue to work with departments toward the goal of updating all curriculum documents. To do this, a targeted curriculum review will be completed. The 116 courses that are older than five years will be reviewed and updated by faculty and advisory committees.

The curriculum update/development and assessment is outlined in the [GCC Assessment \(CCA\) and Curriculum \(CRC\) Cycle Schedule \(2024-2029\)](#). Evaluation is essential to guaranteeing that GCC's programs support equitable attainment of learning outcomes and achievement of educational goals.

The process of curriculum development is primarily faculty-driven, though several other parties have significant involvement. [Guam Public Law 14-77](#) established workforce advisory committees, composed of members appointed by the Board of Trustees, for each GCC CTE program. The members meet at least twice a year to ensure curriculum alignment with current industry needs and standards. The minutes for these meetings are included in curriculum proposals as support for proposed changes or additions.

Curriculum authors also utilize licensing regulations, articulation agreements, program accreditation standards, career clusters, and career pathways to ensure curriculum relevancy, adherence to licensing requirements, and currency with industry standards.

To assist with curriculum development, the college provides the following resources:

- The [Curriculum Manual \(2023-2024\)](#), reviewed annually by the Curriculum Review Committee (CRC) and the vice president for academic affairs (VPAA), and which serves as a comprehensive guide for developing curriculum, offering relevant procedures to curriculum authors
- The [Student Learning Outcomes Handbook \(2023-2024\)](#) which aids curriculum authors in formulating measurable Student Learning Outcomes (SLOs)
- The [Workforce Advisory Committee Handbook \(2023-2024\)](#), which outlines the responsibilities of the workforce advisory committee regarding program development, program curriculum, and other areas.

The committee in charge of reviewing proposed curriculum changes or additions is the Curriculum Review Committee (CRC). This committee of academic administrators and faculty members convenes regularly to review curriculum proposals. These proposals are written by faculty according to a template provided by the CRC and then reviewed by the faculty's department chair. The proposal is then discussed during the department's advisory committee meeting. The minutes for the meeting are attached to the curriculum proposal as evidence to support proposed changes to existing programs or program adoptions.

The responsibility of delivering approved curricula rests with the academic departments. Oversight by deans and associate deans ensures the faithful execution of curriculum, with department chairs actively engaged in monitoring teaching methods and content to maintain alignment with approved standards.

The involvement of faculty and academic administrators is also crucial in the development of articulation agreements with other postsecondary institutions. For example, in Fall 2019, UOG and GCC computer science faculty engaged in discussions regarding possible program

articulation. As a result, a “cooperative 2+2” articulation agreement between the two institutions’ was approved. The [Memorandum of Agreement between UOG and GCC](#), cites the goals of this initiative: to enhance relations between the two institutions and streamline student transfer experiences. This articulation agreement allows students who complete their Associate of Science in Computer Science degree at GCC to then complete their Bachelor of Science in Computer Science degree at UOG. The agreement ensures that GCC’s General Education requirements will be accepted as sufficient to meet UOG’s General Education requirements, with only a few exceptions.

GCC and UOG have begun seeing the payoff of this initiative recently, with two participants graduating with their BS in Computer Science from UOG in Spring 2024. The two participants are among the original eight who enrolled in and completed GCC’s AS in Computer Science (UOG Track) degree program. Of the eight program completers, only three transferred to UOG to take advantage of the articulation agreement.

In the following year, AY 22-23, 15 graduated from GCC’s Computer Science UOG Track degree program, but only four transferred to UOG. In AY 23-24, 20 graduated from GCC.

Extensive data regarding participant completion of the 2+2 agreement is not yet available, as it takes four years between enrollment at GCC and graduation at UOG to determine success. However, the transfer data available indicates that fewer than 50% of GCC completers transfer to UOG to begin their Bachelor of Science in Computer Science degree.

To understand why participants are not taking advantage of the articulation agreement, GCC will conduct surveys of participants to determine the reasons why. In addition, because the current MOA is up for review in December 2024, GCC and UOG will meet to share insights and suggestions for improvement, including the possibility of UOG Computer Science faculty or counselors being available to GCC students for advisement.

Standard 2.3

All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

In recognition of the evolving demands of the workplace, GCC has designed a robust general education curriculum. This curriculum serves as a foundation for all degree programs, fostering the development of intellectual skills essential for students to succeed as learners and informed citizens. The focus is on critical thinking, language and computation proficiency, literacy for life skills, social skills, global awareness, and respect for diverse opinions.

GCC’s general education courses span a range of academic disciplines, including history (HI), foreign languages, mathematics (MA), and introductory courses for both hard sciences (SI) and social sciences, including psychology (PY), philosophy (PI), and sociology (SO).

Prior to AY 2020-2021, general education courses were classified in the college catalog by their general academic subjects: English Composition, Mathematics, Natural & Physical Sciences, Social & Behavioral Sciences, Computer Literacy, and Humanities and Fine Arts ([College Catalog, 2019-2020, pg. 97](#)). Since then, the general education program has been reorganized

into three overarching categories: 1) Skills for and Application of Lifelong Learning, 2) Broad Comprehension of the Development of Knowledge, Practice and Interpretation, and 3) Preparation for and Acceptance of Responsible Participation in Civil Society ([College Catalog, 2020-2021, pgs. 81-146; 150-153](#)). In addition, the Computer Literacy category has since been replaced with Literacy for Life Skills, with a Critical Thinking for Civic Engagement course added under that subject, reflecting the college's recognition of digital literacy as an essential aspect of overall literacy rather than a separate skill.

The General Education program requires 19 to 21 credits for the associate degree programs. GCC's dedication to realizing the ideals espoused in [Board Policy 161 \(Diversity, Equity, and Inclusion\)](#) is reflected in the range of course subjects in GCC's general education requirements, particularly in Humanities and Fine Arts which has increased the number of courses available from 14 to 22 during this accreditation cycle, especially under the liberal studies program.

The quality of GCC's general education courses have helped to establish articulation agreements with 9 other postsecondary institutions as noted on [pages 257-286 of the College Catalog \(2024-2025\)](#), showcasing a commitment to both geographic diversity and a broad scope of educational partnerships. This network spans three countries and includes four U.S. states. Notably, GCC has established agreements with accredited universities, including Chaminade University, University of Hawaii, and Bellevue University. This strategic collaboration not only provides diverse educational pathways for GCC students, but also elevates the academic standards to meet the evolving demands for higher education.

Among the institutions that hold articulation agreements with GCC, the University of Guam (UOG) is a key partner, with at least 280 students having transferred within the current accreditation cycle as noted on [page 33 of the GCC Fact Book, Volume 18](#). The GCC's articulation agreement with UOG currently allows for 36 general education courses to transfer as listed on [pages 257-261 of the College Catalog \(2024-2025\)](#). This agreement shapes GCC's general education requirements and ensures continuity for students progressing from GCC to UOG.

In the AY 2020-2021, GCC implemented its Bachelor of Science in Career and Technical Education (BSCTE) degree program. This is the college's first bachelor degree program. A significant milestone in the college's curricular evolution, this program implies robust general education requirements for students: 37-38 general education credits, as noted on [pages 153-154 of the College Catalog \(2024-2025\)](#), compared to the 19- to 20-credit minimum for the associate programs. However, 16 of the 20 courses within the BSCTE general education requirements also overlap with those in the associate degree programs. This flexibility enables students pursuing associate degrees to engage in more rigorous coursework, especially those aspiring to transition to the college's bachelor degree program.

Standard 2.4

The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

GCC communicates information about its programs, services, and resources to the campus community and beyond mainly through the [GCC website](#) (<http://www.guamcc.edu>), the [academic catalogs](#), and social media platforms ([Facebook](#), [Instagram](#), [Threads](#) &

[YouTube](#)). Social media accounts are linked to the college's main website home page and on the MyGCC home page.

The [GCC website](#) provides the public with access to admissions information, information about financial aid and scholarships, and information specific to veterans and military students. Information on GCC's academic programs, including course descriptions, the academic calendar, and a link to the college catalog is also available. The Student Life tab also provides links for more information about what students can expect when attending GCC. These links include information on the Center for Student Involvement, student organizations and activities, counseling, Learning Resource Center, Health Services Center, Student Support Services, and accommodative services. The About Us tab provides information on the college mission, history, campus directory, contact information, accreditation, departments and offices, and publications.

Additionally, students can access campus announcements, their financial information, course information, registration information, academic profile, and grades through MyGCC, the online portal to the student information system. They can also access Ellucian Degree Works to monitor their degree progress.

Access to the college catalog is available on the Academics tab of the college website. The catalog contains information on program offerings, credit requirements, individual programs and courses, transfer information, as well as student learning outcomes (SLOs). The catalog is reviewed and updated every year in order to ensure accuracy of its contents. As part of this process, department chairpersons, faculty, staff, and administrators review the catalog information related to their departments and/or programs and provide feedback to the Registrar who oversees the catalog updates.

The college website is also reviewed annually by a web committee that oversees the layout, design, and content of the website through consultation with students, faculty, staff and administrators. The assistant director of the Office of Communications and Promotions (OCP) and the college's graphic artist oversee this process.

The OCP is responsible for assessing, developing, and implementing institutional communication efforts. Among the office's functions are preparing media releases, marketing, updating content on GCC's website and social networking sites, creating print and electronic promotional publications, arranging press conferences, and ensuring a consistent visual representation of the college on all communication materials produced. The OCP assistant director ensures the integrity of all publications and advertisements (i.e., flyers, posters, brochures) by reviewing all materials submitted for publication, both in print and online, to ensure the accuracy and currency of the information. For example, all announcements to the college community and any media with logos from the GCC logo system must be emailed to the Office of Communications and Promotions (OCP) for review and approval prior to distribution or posting.

The [OCP Standard Operating Procedures \(SOP\)](#) guides coordinated efforts to promote the mission and accomplishments of GCC. The SOP is intended to produce an organized, consistent, and professional approach to all media contact with regard to GCC. For example, all media coverage must be coordinated with the OCP, and all media information/promotional material pertaining to GCC programs, services, personnel, faculty, students, campus activities

and special events should be released through the OCP. The SOP is aligned with [Board Policy 150 \(Media Relations\)](#), which mandates that all print, social media, digital, to include online/internet, and broadcast media that promote the college must be approved by OCP before release to the public.

[Board Policy 199 \(Social Media Policy\)](#) was developed to ensure that any and all interactions on behalf of GCC represent the college's best interests, recognizing the need for rules governing the use of social media by GCC students, faculty, staff, and administrators.

The college maintains a [Consumer Information](#) page on its website which makes links to all information needed for student success easily accessible, clear, and concise. The page is designed as a quick reference tool for school personnel, prospective students and their families, and other consumers.

Standard 2.5

The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

GCC schedules classes in alignment with student needs with the intention of facilitating timely program completion. The [Article X of the Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029](#) requires that prior to the start of an upcoming semester, the department chairperson shall conduct, with the assistance of department members, a student/instructional needs survey. This survey is used to identify courses needed by students as well as the most convenient days and time for classes to meet. In addition to the survey, faculty are encouraged to conduct degree audits to assist students in identifying courses that are needed to facilitate program completion. In their role as advisors, faculty members also observe patterns in student need and can recommend changes to the course schedule.

To strengthen academic advisement, GCC launched Ellucian Degree Works in October 2019. Ellucian Degree Works is a web-based tool that provides a more accessible and organized way for students and advisors to work together to plan for program completion. Information from Degree Works and results of student/instructional needs surveys are used to determine course offerings each semester, with the goal of timely program completion.

Since the implementation of DegreeWorks, GCC has identified and put into practice a number of improvements to the college's use of the system. First, the notes feature was enabled for advisors and counselors. 10.5% of faculty advisors have used the feature. Second, audit logs were recently activated in order to monitor DegreeWorks activity by students and faculty advisors.

The college recognizes the need to maximize the potential of this advice tool to promote student success. GCC will ensure that DegreeWorks user training is accessible to faculty and students on a regular basis to increase usage.

The college assesses its efforts to ensure timely completion of certificates and degrees. One of the college's Institution Set Standards (ISS) examines degree and certificate completion for each academic year. For AY 2022-2023, the aspirational goal for associate's degree

completion was 107 and the benchmark (floor) was 97. As reported in the [GCC Fact Book, Vol. 18](#), GCC exceeded the aspirational goal for the year by 141. The college has exceeded its aspirational goal since 2018. As for certificate completion, for AY 2022-2023, the aspirational goal was 84 and the benchmark (floor) was 74. Actual certificate completion for the year was below the benchmark, with 65 students. For our bachelor degree program in career and technical education, which is a cohort-based program first offered in fall 2020, the college graduated one student in the AY 2022-2023. This is below the college's aspirational goal of 20 and benchmark of 10.

In response to the information reported in the [GCC Fact Book, Vol. 18](#), the following changes to the ISS related to completion were proposed ([Institutional Set Standard Proposal Memo - March 8, 2024](#)) approved by the [Board of Trustees \(April 12, 2024\)](#):

- For the bachelor's degree program, adjust the benchmark from 10 to 2 and the aspirational goal from 20 to 4.
- For associate degree programs, adjust the benchmark from 97 to 197 and the aspirational goal from 107 to 207.

Standard 2.6

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Modes of instructional delivery and teaching methodology undergo assessment and quality control in a number of ways at GCC. Various tools and artifacts are used, including faculty classroom observations, student surveys, cyclical assessments, curricula reviews, and disaggregated data analysis. These processes are in place to ensure that student curricular needs are met and that learning and achievement is made equitable.

One method of gathering empirical data about the effectiveness of delivery modes and teaching methodologies is through classroom observations. Every semester, academic administrators conduct classroom observations of full-time faculty members, and department chairs conduct observations of adjunct faculty. The college established tools to help determine the instructional quality of different modalities during classroom observations as noted in the [Agreement between the Faculty Union Local 6476 AFT/AFT-CIO & the Guam Community College Board of Trustees 2023-2029](#) on pages 226 and 228 respectively. These tools help determine the effectiveness and quality of teaching, ensuring adherence to ACCJC's 2024 Policy on Distance Education and on Correspondence Education.

Results of student surveys, conducted as part of the college's assessment cycle, also assist in identifying areas of improvement in teaching methodology and delivery modes. Students evaluate the effectiveness of their instructors, methodologies used, and student learning outcome (SLO) acquisition in their courses with the anonymous student IDEA Ratings of Instruction survey. Quantitative and qualitative results are shared with faculty immediately after the survey closes, and results are used for faculty evaluations and instructional improvements.

In Fall 2023, overall quality for all modalities in relation to excellence of teachers and courses was higher than the IDEA database average ([Fall 2023 Unit Summary Report-Course Evaluations](#)).

The IDEA average response rate in post-secondary courses in all modalities was 64.43% ([Fall 2023 IDEA Administration Details](#)) compared to 49.3% (n=15) for online courses that same semester. Results indicate that the college needs to improve the response rates for online courses. In order to do this, the IDEA survey will be included on each class site in the GCC Moodle LMS. The college recognizes its responsibility to pursue continuous improvement of its instructional quality. In response, the college provides opportunities for faculty professional development. GCC's Professional Development and Initiatives Committee (PDIC) uses annual data from Faculty Interest Surveys ([PDIC Meeting Minutes, September 29, 2023](#)) to determine topics of workshops offered every spring and fall semesters. In Fall 2023, PDIC hosted seven workshops with a total of 60 participants. Topics included artificial intelligence (AI), student advisement, gaps analysis, and grant writing.

PDIC is also responsible for the GCC faculty mentoring initiative. This initiative pairs seasoned faculty, including subject matter experts, with new faculty members in an effort to strengthen faculty effectiveness and collaboration. In AY 2023-2024, twenty-two mentees were paired with mentors who adhered to guidelines in the [PDIC Peer Mentoring Guide \(November 2023\)](#). Fifteen faculty mentees were paired with mentors in AY 2022-2023 (See [Professional Development Review Committee \(PDRC\) End of Year Report 2022-2023](#)).

Faculty are also involved in professional organizations that elevate their teaching and professional repertoire. In February 2024, the college collaborated with the Guam Chapter of the Association for Career and Technical Education (ACTE) to celebrate CTE in the Western Pacific ([Guam ACTE Summit Flyer](#)). Thirty-nine percent of the presenters were GCC administrators and faculty, and the president of the college was a panelist during the School and Industry panel discussion. Faculty members, administrators, and students in the Bachelor of Science in Career and Technical Education (BSCTE) degree program were participants of the summit, learning from colleagues and experts in the field of CTE about effective teaching methodologies and modes of delivery. The 16 workshops included in the summit were categorized into the following strands: Guided Career Pathways and Partnerships, College and Career Preparation, and Trends, Ideas, and Innovations in Education.

GCC is always aiming to expand its reach and has recently established the foundations for its distance education goals. During its meeting in December 2023, the GCC Board of Trustees approved the college's updated [Five-Year Distance Education Strategic Plan \(2023-2028\)](#), ensuring that the development, implementation, and evaluation of DE courses align with the institution's mission and accreditation standards. The DESP serves as a guide towards institutional growth that 1) better supports the needs of DE courses, 2) determines a program's readiness for DE, 3) identifies gaps, 4) assists with course development, faculty training, and implementation of objectives aligned with the goals in the [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#), and 5) provides recommendations for improvements based on assessments. The implementation of these plans, along with [Board Policy 197 \(Online Policy\)](#), underscores the college's commitment to compliance with accreditation standards in regards to distance education. This strategic plan lays the foundation for instructional modes and methodologies that meet both student and curricular needs.

The college takes a proactive stance in ensuring the quality of distance education. The [Distance Education Standard Operating Procedures \(2024\)](#) define clear course development pathways as well as guidelines for student, support staff, and faculty training in distance education.

Faculty who teach online and/or hybrid courses are required to obtain a teaching credential demonstrating their knowledge and skill in delivering content in an online modality. Prior to the COVID-19 pandemic, 9 faculty held formal online teaching certifications. Since then, 24 additional faculty members have received one or more formal online teaching certifications. The credentials received include the Teaching Online Certificate from Quality Matters, Certificate for Online Adjunct Teaching (COAT), and the Online Teaching Certificate from Online Learning Consortium. This requirement ensures that faculty are well-prepared to deliver effective online instruction that not only meets the needs of students, but also contributes to equitable student learning and achievement.

The college is exploring the creation of an internal faculty certification program for online teaching. This will reinforce the college's commitment to distance education and will ensure that faculty are well-prepared to deliver academic and professional standards of web-enhanced, hybrid, and online courses.

The college uses OpenLMS as their learning management system. The system was upgraded to Moodle 4.1 in December 2023. All post-secondary courses, regardless of modality, have a Moodle shell that faculty may use for posting syllabi, handouts, assignment tools, and grading. In addition, all Moodle users, faculty and students alike, have access to a tutorial located in the Moodle course room which provides steps and instructions to navigate and use the online tools, resources, and activities. Faculty also have access to a series of asynchronous modules aimed at empowering them to learn the [Moodle LMS](#) for course and content creation. This assists less tech-savvy users with the Moodle interface and helps to eliminate any technology gaps that exist between users.

Recognizing the need for extra support in its distance education journey, GCC hired an instructional designer in 2021. The instructional designer supports digital accessibility and inclusivity, develops strategic plans, and creates essential resources for faculty and students.

Collaboration between the instructional designer and the Office of Accommodative Services (OAS) resulted in improved LMS accessibility, including the creation of text and audio transcripts, alternative formats, and training catered towards accessibility. The instructional designer completed Moodle Academy's training which covered the Universal Design for Learning (UDL) principles, accessible content creation, and alternative text formats. Future plans for technology integration include the acquisition of a distance learning grant to assist with improvements such as digital accessibility and online proctoring.

GCC takes several steps to verify student identity in an effort to provide students with the secure environment necessary for learning. Verification of student identity also protects the privacy of student data and verifies that the student who registers for a distance education course or program is the same student who receives the academic credit.

The Guam Community College uses the MyGCC student portal as its identity and single sign-on system. The system is powered by Ellucian and requires a secure login and complex password to ensure the student who registers for a course is the same student who participates in the course. The safeguard also ensures that a student who accesses the student portal for other purposes (email, grades, financial aid information, course registration, etc.) is indeed the student who

should have access to their information for privacy purposes. The process for assigning a secure login, password, and verification is as follows:

During the admission process, each student is assigned a unique student identification number. First time users of the student portal must use this identification number to establish their identity, at which point they will be prompted to create a secure password. Students are required to enter their username and password every time they wish to access the student portal.

The above efforts to meet student and curricular needs across modalities and methodology demonstrate the college's dedication to student success and equitable achievement. The cycle of assessment and evaluation ensure that GCC continues to respond to evolving student needs.

Standard 2.7

The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

The college promotes student success by providing resources and services to meet the needs of all students. These needs are addressed through services such as library services, tutoring, financial aid services, accommodative services, and counseling (academic, social, and emotional.)

Library services are available through the Learning Resource Center (LRC), a college entity that meets students' academic needs, especially in the areas of research and reference. Services offered by the LRC include individual and group instruction, book loans, reference assistance, internet access, photocopying, magazines and newspapers, video viewing, meeting areas, group study facilities, and interlibrary loans. The college's library collection consists of approximately 22,000 print books, 150,000 e-Books, more than 5,000 EBSCO full-text periodicals, and over 1,000 videos and other multimedia resources. LRC services are offered for reference, research, and technical support via face-to-face, phone, email, or Google Meet. The LRC also provides faculty with assistance planning and using online resources. These are provided on an appointment basis and are delivered via face-to-face, phone call, email, or Google Meet.

A number of college entities are also directly involved in addressing students' academic needs. For example, tutoring services to support students' academic goals are offered by the Reach for College (RFC) program, in collaboration with the Adult Education Department, either face-to-face or online (via Google classroom or Google Meet), Monday through Saturday. Each tutor is assigned to a specific Google classroom based on their subject expertise and students requiring tutoring services are referred to a specific tutor based on the subject. The English and Math departments also offer tutoring. GCC also seeks to support students in times of financial need in a number of ways. First, students who experience financial hardship are assisted by the college through its Student Emergency Fund. Second, Reach for College provides financial aid workshops to students enrolled in CTE courses at the secondary and postsecondary levels. Third, the college is continuously seeking scholarship opportunities for its students. For example, GCC is a

recipient school of the Asian Pacific Islander American (APIA) scholarship, and recently collaborated with community partners to create the Cruickshank LGBTQ+ Scholarship. Additionally, GCC's Foundation funds ten scholarships annually.

Another college department that supports students' needs is GCC's Office of Accommodative Services (OAS). This office functions to create a climate at Guam Community College where all students, regardless of accommodative needs, can become active participants in their educational experience. The OAS provides reasonable accommodations following a student's individual educational plan (IEP) from the Guam Department of Education. The OAS helps to organize auxiliary resources such as sign language interpreters, note-takers, and e-books to support equitable and accessible opportunities for students. OAS also provides assistance with the registration process and collaborates with various departments to ensure student success. OAS may also provide services remotely to GCC students with disabilities. Contact may be made through email, phone, or virtual meetings.

Additional mental health support is available to students through WestCare Pacific Islands, which is a non-profit organization in Guam offering health and human service programs. GCC has a contract with WestCare Pacific Islands to provide wellness support services to faculty, staff, and students.

In addition to addressing the academic and financial needs of its students, the college has also recognized the need to provide opportunities for the personal and professional growth of its students. One program that focuses on this aspect of student wellbeing is the Center for Student Involvement (CSI), which provides opportunities for students to develop personally and professionally. CSI conducts new student orientations and student leadership training and development, oversees service learning, and works closely with the Council on Postsecondary Student Affairs (COPSA), GCC's student governance body. CSI and COPSA plan student activities for each term and oversee about 20 student organizations.

Academic advisement is instrumental in delivering equitable service to students. This duty is handled by all faculty, who can refer students to various college services depending on their unique needs. The [Academic Advising Handbook \(2023-2024\)](#) assists advisors in their ongoing efforts to guide, advise, and retain students as they complete their chosen program of study.

The college's Assessment and Counseling Department is vital in addressing students' needs, both academic and non-academic. The department offers a number of services, including the following: pre-enrollment counseling, academic advisement, career counseling, personal counseling, student advocacy, assessment, placement testing, workshop and classroom presentations.

Placement into English and math courses is a significant aspect of the Assessment and Counseling department. GCC recognizes that the traditional placement test method of determining students' eligibility for courses does not always capture students' true ability, so alternatives were developed for more equitable outcomes and to maximize students' potential for success.

First, GCC's College Learning Yields Math and English Readiness (CLYMER) program was developed in 2017 to enable well-performing high school students to be placed in credit-bearing college Math and English courses.

The following charts detail success rates (how many students passed the college course with a C or better) of students who availed of CLYMER reported in the following reports: [Gateways to GCC \(AY2019-2020\)](#), [Gateways to GCC \(AY2020-2021\)](#), and [Gateways to GCC \(AY2021-2022\)](#).

Performance of students who placed in EN110 via CLYMER:

Term	Placement - EN110	Successful placement (Earned a C or better in EN110)	Percentage
AY18-19	171	155	91%
AY19-20	183	166	91%
AY 20-21	32	30	94%
AY 21-22	31	26	84%

Performance of students who placed in MA110 via CLYMER:

Term	Placement - MA110	Successful placement (Earned a C or better in MA110)	Percentage
AY18-19	101	91	90%
AY19-20	118	97	82%
AY 20-21	31	28	90%
AY 21-22	13	9	69%

Performance of students who placed in MA161A via CLYMER:

Term	Placement - MA161A	Successful placement (Earned a C or better in MA161A)	Percentage
AY18-19	13	10	77%
AY19-20	18	16	89%
AY 20-21	4	2	50%
AY 21-22	2	2	100%

The success rate of CLYMER participants indicates that the program accurately reflects student ability and successful performance in college courses. Participation rates dipped significantly in both AY20-21 and AY21-22 due to the effects of the COVID-19 pandemic. In order to maintain success rates, the college will continue to monitor student eligibility requirements.

GCC also implemented ACT WorkKeys as a placement method in Spring 2021. Students who earn a gold- or platinum-level National Career Readiness Certificate (NCRC) through WorkKeys are immediately able to take credited English and Math courses at GCC. Two years of data are available in the Gateways to GCC reports for AY2019-2020, AY2020-2021, and AY2021-2022:

Success rate of students who placed in college credit-bearing courses via ACT WorkKeys NCRC in AY21-22:

Course	Number of students	Success rate (greater than C)
Freshman Composition (EN110)	11	82%
Finite Mathematics (MA110A)	7	100%
Fundamentals of College Algebra (MA115)	2	100%
College Algebra and Trigonometry I (MA161A)	2	100%

Success rate of students who placed in college credit-bearing courses via ACT WorkKeys NCRC in AY22-23:

Course	Number of students	Success rate (greater than C)
Freshman Composition (EN110)	12	92%
Finite Mathematics (MA110A)	8	100%
Fundamentals of College Algebra (MA115)	1	100%
College Algebra and Trigonometry I (MA161A)	1	100%
Pre-Calculus (MA165)	1	100%

The rate of WorkKeys students passing GCC postsecondary math and English courses with a C or better demonstrates that WorkKeys is an accurate predictor of success. However, there is a

large untapped pool of students who can be encouraged to utilize this placement method if they don't qualify for the CLYMER program. For example, in AY2022-2023, 223 seniors in GDOE public high schools earned either a gold- or platinum-level NCRCC. GCC will undertake a more aggressive informational campaign targeted at GDOE high school students to highlight the benefits of WorkKeys as a placement alternative.

GCC's Dual Credit Articulated Programs of Study (DCAPS) is another way that the college works toward equitable success for students. DCAPS awards postsecondary credit upon successful attainment of a Certificate of Mastery (COM) in one of GCC's Career and Technical Education (CTE) high school programs. To earn a COM, a student must earn a B or better in each semester of a GCC CTE high school program and complete 180 hours in GCC's Work Experience program. DCAPS acknowledges the rigor of the work that each qualifying student completed and upon successful application to the program, awards students with postsecondary credits.

Certificates of Mastery (COMs) awarded by school and academic year

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
GWHS	39	26	19	18	24	19
JFK	30	34	20	14	5	10
OHS	54	44	32	44	26	21
SSHS	51	43	42	33	19	7
SHS	20	22	16	7	5	27
THS	6	8	19	18	3	6
Total	200	177	148	134	82	90

Students who availed of DCAPS by school and academic year:

	17-18	18-19	19-20	20-21	21-22
GWHS	9	6	3	0	1
JFK	7	12	8	2	4
OHS	6	16	22	7	6
SSHS	16	18	17	2	2
SHS	4	3	9	1	0
THS	1	4	5	4	1
Total	43	59	64	16	14

Students have up to two years after receiving their COM to apply to DCAPS.

The data indicates that there has been a general decrease in participation over the years. Though COVID-19 could be a contributing factor, there is still a need for a more aggressive informational campaign about DCAPS. This can be done through CTE counselors and faculty, with marketing methods refocused on parents and guardians. In addition, a school-by-school analysis of student population, percentage of participation in secondary CTE programs, and student experience would be useful in identifying areas of improvement and improving DCAPS participation.

Standard 2.8

The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

An unofficial motto of the college is “Community is our middle name.” Not only is the college involved in the improvement of the island community, but it is also involved in creating a lively and supportive campus community. The two GCC organizations that spearhead this effort are the Center for Student Involvement (CSI) and the Council On Postsecondary Student Affairs (COPSA). The Center for Student Involvement (CSI) oversees student orientations, leadership training and development for students, service learning, student governance, student organizations, and athletics. The COPSA, as the recognized representative body for student governance at GCC, serves as a voice for student concerns, plans student activities, approves student organization budgets, and ensures that the college fully considers the needs and interests of students in its decisions and offerings.

Each semester, CSI organizes a student conference that highlights the soft skills necessary for success in the classroom and workforce. The [Need to Lead Student Conference](#), held during the fall semester, is designed to help students tap into and grow their leadership potential. The [EDGE Student Conference](#), held during the spring semester, is focused on career development, and assists students as they navigate their career journeys. Training topics include budget management, goal setting, motivation in the workplace, team building, effective communication, work ethics, and time management.

CSI also coordinates campus festivals that celebrate the diverse cultures in the Pacific region. During the festivals, student organizations prepare a showcase on a specific island. The “Tour of the Pacific” activity allows students to learn more about the diverse cultural backgrounds that make up the Pacific region and fosters community between students and between islands.

Additionally, CSI assists faculty and academic departments in developing, administering, improving, and evaluating service-learning partnerships. Service learning is an educational method that engages learners in hands-on projects in the community, meeting learning objectives, and strengthening students' civic involvement and community awareness at the same time.

COPSA guides the work of student organizations and provides student representation in institutional committees (College Governing Council and Resource, Planning and Facilities), work groups, and task forces as necessary. A COPSA representative is a member of the Board of

Trustees. This student voting member ensures that student concerns are heard and addressed, reflecting the college's dedication to student participation in college governance.

Students also have the opportunity to form student organizations. Twenty-two (22) organizations represent the diversity of students and programs at GCC and are related to academic programs and special interests. These 22 organizations are: Administrative Professionals Society, Adult High School, Aspiring Professional Executives (APEX), Association of Junior Accountants (AJA), Business Organization for Student Success (BOSS), Computer Coding Club (C3), Cosmetologists United Together (CUT), Criminal Justice Student Association (CJSA), Culinary Arts Student Association (CASA), Digital Arts Society, ecoWarriors, Education Student Organization (ESO), Fencing Club, Hospitality and Tourism Society (HosTS), Human Services, Korea Club (KC), Medical Assistant Student Organization (MASO), Phi Theta Kappa (Beta Beta Xi Chapter), Practical Nursing Student Association (PNSA), Sci-Math Club, Veterans Club, and Visual Voices Club (ViVo).

Student organizations work in conjunction with COPSA in planning and implementing activities, events, and campus-wide programs to address the needs and interests of GCC students. Through active involvement in the campus community, students expand their circle of support, gain an understanding of diversity, are instilled with a sense of ownership over their educational experience, and create a greater commitment to making GCC and their community a better place.

Although the college does not offer a student athletics program, it has still found a way to allow its students to participate in athletics. In August of 2023, a Memorandum of Understanding (MOU) between GCC and the University of Guam (UOG) was established. Now, GCC students can participate in UOG's Triton Athletics Program ([Guam Sports Network Press Release, June 28, 2023](#)). Before the MOU, GCC students were only able to participate in volleyball and basketball intramural sports. These new opportunities enhance students' overall experience at GCC by encouraging lifelong wellness, sportsmanship, and academic excellence.

Students are also encouraged to participate in community events that the college organizes. In January 2020, the [Engagement + Empowerment: E2 = Inclusion and Diversity Symposium](#) was held at GCC to discuss the challenges of marginalized groups in Guam and throughout Micronesia. The symposium specifically explored the issue of diversity and inclusion as it relates to Science, Technology, Engineering, and Math (STEM) professions and the roles that non-profit organizations and educational institutions play in opening opportunities to historically underrepresented groups. GCC students participated in this symposium by listening and sharing their personal insights about diversity and inclusion as students and community members.

In 2022, the GCC Foundation launched a new scholarship opportunity for students who are part of the island's LGBTQ+ community ([The Guam Daily Post: GCC Offers LGBTQ Scholarship, July 27, 2022](#)). Building on the effort toward meaningful inclusion, the college hosted the Engagement + Empowerment + Equity: E3 = Diversity and Inclusion Forum in January 2023 to continue the discussion stemming from the E2 Symposium. The forum ([The Guam Daily Post: 'We are Essential' Conference at GCC Promotes Diversity, Inclusion on Island, January 27, 2023](#)) featured a panel of local professionals who shared their personal experiences as members of the LGBTQ+ community and highlighted the importance of

resiliency, networks, and collaboration. Students who attended this forum were encouraged to share their stories about belonging and community.

The college continues to strive toward building a diverse and supportive community among its students and stakeholders. The strong support system the college provides not only fosters a strong community spirit but also nurtures individual growth by catering to each student's distinct educational path.

Standard 2.9

The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

[Board Policy 306 \(Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees\)](#) is the institutional mandate that drives all campus-wide assessment activities. It emphasizes the college's commitment to systematic and continual assessment of its educational programs and services through a cycle of program evaluation with a staggered assessment schedule for programs, services, and administrative units.

Through Board Policy 306, the board assigned the responsibility to the president and his/her designee, with consultation from the Committee on College Assessment (CCA), to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the college. Assessment includes analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities, as appropriate.

To support GCC's commitment to continuous improvement, the college created the Assessment, Institutional, Effectiveness, and Research (AIER) Office. AIER works with all sectors of the college community as they carry out the implementation of the campus-wide comprehensive institutional assessment plan. In addition, AIER partners with the CCA composed of faculty, staff, and administrators to ensure the assessment process demonstrates accountability and promotes internal improvements. CCA is charged with guiding and assisting campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans and reports.

The AIER Office, in collaboration with CCA and CRC, with the approval of the vice president for academic affairs (VPAA), updated the [GCC Assessment \(CCA\) and Curriculum \(CRC\) Cycle Schedule \(2024-2029\)](#) to include comprehensive program review. According to the updated cycle schedule, assessment alternates yearly between administrative units and student service units. On the other hand, academic programs such as degree programs, certificate programs, and special programs assess a different aspect of their program every year before beginning the cycle again. The cycle as described in the [Assessment Handbook \(2023-2028\)](#) is as follows:

- Year 1: Program assessment: Comprehensive assessment of instructional programs
- Year 2: Course assessment: Assessment of courses
- Year 3: Program review: A process that guides improvements throughout the college
- Year 4: Curriculum review: Review of curriculum for relevancy and currency

The objectives of the cycle are to assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical training; ensure appropriate allocation of resources; determine program effectiveness; and implement program improvement strategies.

To assist with tracking assessment plans, data collection, and implementation status, the college uses the Nuventive Improvement Platform. The Nuventive Improvement Platform is used as an assessment management tool by the different units and programs of the college. The process from assessment planning to data collection and implementation is reported in the [Assessment Unit Four Column Report \(i.e., AS International Hotel Management\) Program/Unit](#) and [Assessment: Course Four Column Report \(i.e., Supervision & Management AS & Certificate\)](#). Assessment plans included in the assessment platform are linked to the mission of the college, all with the goal of continuous quality improvement.

Assessment begins in the fall semester with the assessment plan and data collection entered into the Nuventive Improvement Platform. The Nuventive Improvement Platform is used to track assessment plans, data collection, and implementation status. In the spring, the assessment report and implementation are entered into the platform by the authors. Each unit's activity is reviewed by the CCA according to the [Assessment Handbook \(2023-2028\)](#), and feedback is entered into the Nuventive Improvement Platform.

A summary of the assessment activities during the academic year is published in the [Annual Institutional Assessment Report \(AIAR\)](#) from the AIER office. This report is available to the public via GCC's website.

Continuous quality improvement is central to the assessment review process as it helps the college establish long-term and short-term goals as an institution. It also allows departments and units to establish goals and objectives that are aligned with GCC's ISMP.

As part of GCC's assessment initiative, two of the college's more recently approved programs, the Bachelor of Science degree in Career and Technical Education and Associate of Science in Practical Nursing, have been continuously assessed.

The college's Bachelor of Science degree in Career and Technical Education, implemented in Fall 2020 was created to address the island's chronic teacher shortage, an issue cited by then-superintendent of Guam Department of Education Jon Fernandez during GCC's 2019 Career and Technical Education Summit.

While there was one BSCTE graduate in May 2023, retention rates were otherwise poor. By Fall 2021, 12 of 22 students from the original cohort had withdrawn from the program. As of Fall 2023, three remained from the original cohort, making the total number of BSCTE students seven.

The COVID-19 pandemic is undoubtedly the cause of some attrition; however, scheduling conflicts and financial constraints were also cited during advisement as the cause of withdrawals. In addition, though the program was meant to address the island's teacher shortage, a review of the program's students revealed that many of them were already teaching at charter schools, public schools, or GCC. Additionally, based on assessment results, a recommendation was made to revise curriculum to assist students in program completion.

The college proposes the following to address enrollment and retention issues and achieve equitable student outcomes:

- I. Strengthen the program's pre-enrollment advisement process to clarify program objectives and financial resources available, including funds through GCC's Professional Development Initiative (PDIC) to support GCC permanent full-time faculty
- II. Address students' financial constraints by seeking out and applying for grants
- III. Expand recruitment strategies and recruitment pools to include regional participants
- IV. Review and revise curriculum documents to assess the possibility of offering courses in a hybrid format
- V. Utilize the institution's established mechanisms for credit-by-exam or Prior Learning Assessment (PLA) strategies to improve retention

The Associate of Science in Practical Nursing program has also been the subject of review and assessment. The program was implemented in Fall 2019 after receiving approval from the Guam Board of Nurse Examiners (GBNE) in July 2019. This approval came about as a result of collaboration between GCC, GBNE, the Practical Nursing Workforce Advisory Committee, and the University of Guam. GBNE's involvement ensured that industry standards were embedded in the program curriculum. This has resulted in a successful program that has consistently produced licensed practical nurses since its implementation.

The first ASPN cohort began in Fall 2019 with 20 students and completed in December 2020 with a 100% first-write pass rate (number of graduates who pass the National Council Licensure Examination for Practical Nurses-NCLEX-PN exam on their first attempt) and a 100% employment rate upon licensure. The second cohort completed in 2022 with a 92% first-write pass rate. The third, and most recent, cohort completed in December 2023 with 17 graduates. To date 16 graduates have taken and passed the NCLEX-PN on their first attempt. The final graduate is preparing to take the NCLEX-PN before the end of June 2024.

The application and participation rates of the ASPN program indicate the demand for this program.

Academic Year	Number of applicants to ASPN program
Cohort I	44
Cohort II	52
Cohort III	75
Cohort IV	65

Based on the information reported in the above table, GCC is hoping to offer more cohorts to meet demand. Unfortunately it has been difficult finding full-time program faculty. The college is actively reaching out to local and regional healthcare partners to recruit adjunct faculty and is exploring other recruitment strategies for full-time faculty.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Standard 3.1

The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

Employing qualified and effective employees is key for sustainable student success. GCC follows several procedures to ensure applicants are qualified for positions. These systems are handled by GCC's Human Resources Offices (HRO) with oversight conducted by the president and the GCC Board of Trustees.

[Board Policy 140 \(Organizational Chart of Guam Community College\)](#) is the official policy establishing the organizational structure that the board determined best fits the needs of the college. The board is authorized to determine the college's organizational structure and the composition of divisions as it deems appropriate.

The HRO handles all matters related to employment at the college. This includes the staffing, recruitment, eligibility, and selection processes for all full-time and part-time faculty, administrators, and staff. The HRO is responsible for maintaining an [organizational chart \(February 19, 2024\)](#) which consists of all positions listed on the agency staffing pattern.

Vacancies in staffing at the college occur when an employee leaves or when a new position is created to address an observed need. Departments have clearly defined procedures for requesting that a new position be created:

1. If departments identify a need for additional full-time faculty, a request is submitted to the dean, accompanied by data to support the request, such as a sustained increase in enrollment of classes offered. If supported by the dean, the request is then forwarded to the vice president for academic affairs and then to the president for approval.
2. When the need arises for a department to recruit for a new staff or administrator position, the department will complete a [GCC position description questionnaire](#) to determine the specific duties and responsibilities of this new position. The HRO will research and compare the duties and responsibilities to determine what job specification best fits the needs of the department.

The HRO maintains, develops, and implements job specifications for faculty, staff, and administrators. These job specifications determine the minimum qualifications for experience and education criteria in accordance with local and federal employment laws, established professional standards, and benchmarks set by the Guam Department of Administration, the

college's Board of Trustees, regulatory bodies, and input from department chairpersons and deans.

When there is a vacancy for a full-time position at the college, job announcements are posted for a minimum of ten days on various platforms, including the GCC employee portal, the GCC website, various recruiting websites such as Hire Guam and Indeed, local newspapers, and professional publications. Job specifications, experience, and education qualifications and equivalencies are included in job announcements.

Interested applicants are required to submit a [Government of Guam Employment Application](#) along with documents such as certificates, licenses, and transcripts that support their professional and academic credentials. Any documents submitted to the HRO that claim credentials for the applicant are validated using the [GCC Standard Operating Procedures Determining Acceptance on Educational Diplomas, Degrees or Certificates](#). This ensures that the college's process is aligned with ACCJC-Western Association of Schools and Colleges (WASC) and the Council for Higher Education Accreditation (CHEA) requirements.

If necessary, applicants take job-related tests to determine their ability to successfully perform the duties that may be required of them. These examinations may include written or performance skills tests. Positions that have a selective factor in the job announcement may require an examination.

Once applications, documents, and any associated test results are received by the HRO, the office uses the [Government of Guam Procedures for Evaluating Employment Applications of Job Applicants](#) to evaluate applicants to determine the top five qualified applicants to be interviewed. Members of the interview panel are selected from college administrators, faculty, and staff. An Equal Employment Opportunity (EEO) representative approves interview questions and is present during interviews to ensure that EEO regulations are followed. After the interview, the panel chairperson will send the panel's recommendations to the president for review and selection.

Upon selection, the HRO will conduct a background and reference check with current and previous employers and provide feedback to the president for final approval. [Board Policy 420 \(Recruitment Above the Minimum Step\)](#) and [Title 4 Guam Code Annotated- Public Officers and Employees, Chapter 6- Compensation of Public Employees, §6205 Recruitment Above-Step](#) allows the president, with the approval of the Board of Trustees, to recruit at higher sub-steps beyond the recruitment range maximum, if recruitment proves difficult or if an applicant has special or unusual qualifications or experience.

In addition, Chapters 4 and 5 of the college's [Personnel Rules and Regulations for Classified Service Employees](#), [Title 4 Guam Code Annotated- Public Officers and Employees, Chapter 4- Personnel Policy and the Civil Service Commission](#), and Article XVII of the [Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029](#) present the processes and procedures for filling positions and classification of positions that ensure the selection of the most qualified candidates for employment.

GCC is committed to employing a diverse group of qualified administrators, faculty, and staff who are dedicated to student success. Equal employment opportunity guidelines are followed and emphasized at every step of the hiring process. Adopted in 1994, GCC continues to implement [Board Policy 160 \(Affirmative Action\)](#) promoting “equal opportunity and affirmative action in education, training, and employment for all persons regardless of race, religion, color, sex, sexual orientation, gender identity, age, or national origin.” In 2023 [Board Policy 161 \(Diversity, Equity, and Inclusion\)](#) was created to emphasize the college’s commitment “to achieving and honoring diversity in all its operations by ensuring that the educational and working environment promotes respect of all individuals, regardless of differences.” The HRO regularly reports employee demographics to the Integrated Postsecondary Education Data System (IPEDS) and to the Guam Department of Labor.

Standard 3.2

The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The college supports and encourages employees’ professional development in the form of training and higher education opportunities. [Board Policy 400 \(Professional Development\)](#) recognizes the importance of developing the college’s employees. This policy is supported by the professional development priorities for the college under its [Institutional Priorities for 2019-2025](#):

- Promotion of professional career planning, leading to upward mobility program for employees through professional development, credentialing, and morale building (Organizational priority 6)
- Enriching one’s content area, or improving staff or faculty competencies as related to their work, i.e. licensing, credentialing, academic advising and certification (Academic priority 5)

The options for seeking professional development through the college differ depending on the employee’s classification as faculty or staff/administrator.

Article XV of the [Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029](#) is dedicated to professional development initiatives for faculty. The article establishes the Professional Development Initiatives Committee (PDIC), formerly the Professional Development Review Committee (PDRC). The committee is composed of four faculty members with representation from career and technical education, general education, and non-instructional secondary and postsecondary programs and departments. The committee is charged with planning, developing, and implementing professional development initiatives that contribute to faculty growth. The committee is also responsible for responding to institutional professional development priorities, including academic advisement, the encouragement and promotion of means by which faculty may develop their professional skills, the management and promotion of a mentorship program among faculty, and the keeping of a record of all faculty professional development initiatives. Initiatives include workshops, mentoring, faculty forums, individual department professional development activities, credentialing, and pursuit of academic credits.

Most recently, PDIC organized a faculty development workshop in November 2023. The workshop offered the following sessions: Advising for Retention and Completion, Grant Writing 101: It's Not Rocket Science, A Brief Look at Survey Results on Student Needs and Professional Development, Advisor Needs, Basic Grant Writing, Gap Analysis, Dual Credit Articulated Programs of Study (DCAPS), Standards Based Grading (SBG), and Using Artificial Intelligence in the Classroom.

Additionally, during the Spring 2024 College Assembly, PDIC organized a workshop on academic advising ([Spring 2024 College Assembly Agenda](#)). Two representatives from the National Academic Advising Association presented on topics including student success, persistence, recruitment, retention, ethical issues in advising, and student struggles.

Staff and administrators who seek professional development are assisted through the Staff/Administrator Development Program. A goal of this program is to retain a competent workforce by encouraging and facilitating the training and education of college employees. Another objective is to allow full-time staff and administrators the opportunity to pursue their studies at GCC, the University of Guam, or other approved educational and/or training programs. The program provides financial support to eligible employees who desire to pursue training or academic opportunities in areas related to their jobs or as determined beneficial to the college to maximize their potential and prepare them for career advancement. The Staff/Administrator Professional Development Committee reviews and recommends staff and administrator requests for professional development activities.

The Staff/Administrator Professional Development Program also funds mandatory training required by Guam law or other training that will benefit employees while keeping in line with the college's Institutional Priorities. Funds were used to provide "Bring Your 'A' Game" training from the Center for Work Ethic Development. The training is based on a curriculum that teaches seven workplace skills and values through discussion and activities. The skills addressed in the training are Attitude, Ambition, Attendance, Appearance, Acceptance, Appreciation, and Accountability.

The college's professional development programs ensure that professional development opportunities are aligned with the college's mission via the application process. PDIC and the Staff/Administrator Professional Development Program have separate applications, both of which ask the employee to justify their request with a link to institutional priorities.

If an employee seeks professional development that requires off-island travel, they must complete the [GCC Trip Report form](#). They are asked questions related to the college's [Institutional Priorities \(2019-2025\)](#), categorized as organizational and academic, including the following:

- How will you apply information or skills acquired from this event to enhance or improve student learning outcomes or student needs as it relates to your department's plan and mission?
- How does this event relate to Institutional Learning Outcomes of the college?
- How does this event support the Institutional Priorities of the college?
- How has this event contributed to your professional growth in your role at the college?

In this way, the college ensures that resources are being spent on effective development of its employees.

The college also provides mandatory training on topics such as Title IX, sexual harassment, ethics, Family Educational Rights and Privacy Act (FERPA), cyber security, and diversity, equity, and inclusion (DEI). Training is provided to all employees at college events such as new employee orientations and college assemblies. Employees are also required to complete various training modules on the EduRisk platform. The goal is to provide employees with information that will enhance workplace performance and interaction. The training has proven effective since there have been no complaints of workplace violence, FERPA violations, or drug and alcohol abuse filed at the college.

Although not mandatory, various offices also provide training related to their areas of oversight. For example, the Materials Management Office (MMO) provides training for faculty, administrators, and staff to support educational programs by ensuring the timely procurement of goods and services. The training helps faculty, staff, and administrators understand procurement requirements and includes procurement and online requisition training, travel authorization training, and inventory management training. Training is offered at least twice a year to ensure that all employees are familiar with the processes and procedures so that students have the resources needed to fulfill their student learning outcomes. Training has reduced the number of requisitions returned due to error.

The Finance and Administration Division also provides budget training to assist departments with the development of their annual budgets. The Assessment, Institutional Effectiveness and Research (AIER) Office provides training on the use of the Nuventive Improvement Platform. The Office of Accommodative Services provides training to assist faculty teaching students with disabilities.

Standard 3.3

The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

In addition to providing employees with opportunities to develop their skills and knowledge, the college also has a responsibility to evaluate employee performance to ensure that every employee is working toward the goals of the college.

The college's faculty, staff, and administrators are evaluated through a systematic formal process. The procedures for all evaluation processes are designed to encourage improvement by giving employees meaningful feedback on established criteria. Employee evaluations are tied to the [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#) goals and is aligned with ACCJC Accreditation Standards to ensure institutional effectiveness and continuous quality improvement.

Administrators and staff are evaluated by their respective supervisors, and faculty are evaluated by their respective deans or associate deans. The president is evaluated by the Board of Trustees. The board also sets the president's annual performance goals and objectives linked to the Institutional Strategic Master Plan (ISMP).

The evaluation process for staff is based on the college's [Administrative Directive 95-001 \(Performance Evaluation\)](#). Staff evaluation uses a formal rubric that covers criteria in accordance with the [GCC Personnel Rules and Regulations for Classified Service Employees](#), such as quality, productivity, reliability, and effectiveness on the job. Staff are evaluated every 12, 18, or 24 months based on their length of service and pay step. Staff members are given the opportunity to make comments on their evaluation when they meet with their supervisor.

Academic administrators are evaluated using the [GCC Work Planning and Performance Evaluation for Academic Administrators](#) template, which includes key performance indicators (KPIs) mutually agreed to by the administrator and the supervisor. KPIs are quantifiable measures of performance, which provides targets for the administrators to aim for. KPIs fall under the categories of managing operations, managing finance, managing information, and transformational leadership. KPIs are tied to the ISMP goals and accreditation standards. The Work Planning and Performance Evaluation tool was designed to place more emphasis on professional competencies. Every January, administrators meet with their supervisors to identify goals for the year. In June and December of each year, administrators and supervisors meet to discuss their progress in attaining the identified goals.

Faculty members are evaluated annually based upon the guidelines established in Article XVI- Performance Appraisal on page 53 of the [Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029](#). The evaluation process for faculty is designed to be supportive, to identify areas of improvement, and to foster innovation in teaching delivery. Faculty Evaluation Rubrics are located in Appendix B of the [Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029](#). Evaluations are conducted towards the end of the academic year. Patterned after a pay-for-performance model, salary adjustments are given to faculty who are rated at satisfactory performance or above. Updated faculty evaluation rubrics are included in the current Agreement.

The evaluation process may result in recommendations for specific training to enhance and increase the productivity of an employee.

Standard 3.4

The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

In accordance with responsible financial management, GCC's management team monitors and allocates fiscal resources to support and sustain the college mission and promote equitable student achievement.

Funding for the college comes from several sources:

- Government of Guam General Fund, which funds operations, the GCC Licensed Practical Nursing and Vocational Guidance Programs, and the GCC Lodging Management Program/ProStart Program
- Manpower Development Fund, which funds the Apprenticeship Program and operations of other GCC programs

- Capital Improvement Fund, appropriated from the Guam Educational Facilities Fund, which funds rental payments due under the lease-back agreement
- Federal grants
- Funds from special projects (bootcamps), tuition and fees, which are considered non-appropriated funds (NAF)
- Miscellaneous sources, such as interest revenues and facility rentals

Non-appropriated funds and funds from miscellaneous sources are used to support instruction, research and planning, student services, academic support, institutional support, operations and maintenance, and scholarships. In addition, they are used to improve infrastructure, facilities, and equipment, and provide the manpower needed to enhance and sustain the delivery of quality education and job training.

The college submits an annual budget request to the Guam Legislature each year for the following fiscal year for review and approval. The annual budget is partially based on each department's needs. The college's budget is developed by linking strategic planning, sustainability, and assessment.

The college commits itself to the [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#). ISMP Goal 2 centers all efforts on fostering 100% student-centered success. As such, all budget requests are linked to the college's mission, department goals and outcomes, and assessment results, promoting equitable student success.

Standard 3.5

The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Plans established by the college are developed with a clear vision toward accomplishing GCC's mission. One such plan is the college's Strategic Resource Plan (SRP). The [Strategic Resource Plan \(2023-2027\)](#) is a guiding document that establishes a framework for the board and the college administration to examine future implications of major financial decisions. As noted on page 2 of the SRP, the budget planning process links "strategic planning, budgeting, and planning for institutional growth needs" with the college's annual assessment cycle, which is rooted in GCC's mission and goals. Assessment results, which show the college's progress toward accomplishing its mission, drive budget planning. This demonstrates how GCC's mission and goals serve as the foundation for financial planning.

Departments use the [GCC FY 2025 GovGuam & Non-Appropriated Fund \(NAF\) Budget Preparation \(October 12 & 13, 2023\)](#) guide to develop their annual budgets. Budget requests are submitted annually. Budget training is provided to employees to ensure that any changes to budget preparation are disseminated and stakeholders are well informed.

When developing their performance-based budgets, departments are required to identify three goals, three performance indicators for each goal, and three proposed outcomes for each goal. When growth budgets are requested by departments, supporting documents related to assessment must be attached to justify requests. As assessment is mission-driven, these supporting documents ensure that growth budgets are aligned with the college's mission.

Prior to approval by the board, the college's proposed budget goes through a multi-layered review, which is in line with [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#) Goal 3: Leveraging Transformational Engagement and Governance. Goal 3 emphasizes the college's commitment to participatory governance wherein all stakeholders have opportunities to share recommendations, actively participate in discussions and planning, and freely voice concerns in open dialogue. Budget requests are first reviewed by the deans for instructional units and supervisors for non-instructional units. The budget is then reviewed by the vice president for each division, followed by the president, the Resources, Planning, and Facilities (RPF) Committee, the College Governing Council (CGC), and the board. Both RPF and CGC are composed of faculty, staff, administrators and students.

The general public can access documents pertaining to the institution's financial planning and budget management via the college's website under Public Reports. GCC is guided by its mission to provide students with high quality programs and services. Accurate reporting of budgeted funds that have accumulated and carried over throughout the years are monitored and tracked. In the same manner, the amount and type of expenditures that are needed to support student programs and services viable in the short and medium terms are properly accounted for and tracked to ensure continuity of programs and sufficient financial support for programs.

Stakeholder involvement at all levels is essential to the collaborative planning and budgeting process. The college's participatory governance structure provides constituencies with opportunities to participate in the development of institutional plans and budgets. Assessment and strategic plans drive institutional funding allocations.

Standard 3.6

The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

GCC has several board policies designed to ensure the integrity and responsible use of the college's financial resources:

- [Board Policy 200 \(Fiduciary Responsibility\)](#), which states the role of the college president, the Board of Trustees, and GCC's Business Office concerning the financial management of the institution. The policy also outlines the requirement that the college's annual budget be routed through the governance process and developed according to a standard budgeting process. Requirements for monthly budget utilization reports and annual "comprehensive, audited" financial statements are also established in Policy 200.
- [Board Policy 204 \(Audits\)](#), which requires that the college conduct an annual audit of its financial statements and compliance and internal control audits. The audit must be done by an external auditor within three months of the completion of the college's financial statements and compliance and internal control audits.
- [Board Policy 208 \(Authorized Signatories for Bank Transactions\)](#), which requires two signatories on all bank transactions, with the exception of the business credit card, which only requires one signature.

- [Board Policy 209 \(Authorized Signatories for Bank Transactions – Wire and Credit Card Payment Transactions\)](#), which requires two signatures for each wire transfer transaction and places limits on the amounts involved in transactions.
- [Board Policy 212 \(Non-Appropriated Funds Account\)](#), which authorizes the Board of Trustees to collect and manage non-appropriated funds in a way that prevents the funds from co-mingling with those obtained from appropriated Government of Guam revenue. The policy also directs the college president to present to the board monthly reports on expenditure, as well as an annual budget of non-appropriated funds detailing income and expenses.
- [Board Policy 216 \(Promotional and Development Account\)](#), which establishes the Promotional and Development Account within the Non-Appropriated Fund to assist the college in promotional activities. The policy also gives the president the authority to develop guidelines, allowances, and limitations for the use of the account.
- [Board Policy 220 \(Capital Projects Fund\)](#), which states that the expenditure of the Capital Projects Fund shall only be authorized upon appropriation by the board.
- [Board Policy 228 \(Procurement Policy\)](#), which states that procurement laws and regulations established in Guam’s procurement law, found in 5 GCA Chapter 5, and 2 GAR Division 4 shall be used by GCC in the procurement of all services, supplies, and construction procurement contracts.
- [Board Policy 232 \(Contractual Agreements\)](#), which states that all contractual service contracts in excess of \$250,000 be submitted to the Board of Trustees for approval prior to commitment of the college to the contract.

The board policies above show that the college is dedicated to financial transparency and responsibility.

GCC also considers the continued financial health of the college in its daily activities. To ensure the financial integrity of the institution and responsible use of financial resources, all expenditure requests and contracts are subject to a multi-layer review and approval process. First, expenditure requests are reviewed by supervisors at all levels and then sent to the Business Office for certification of funds. Requests over \$5,000 must be approved by the vice president and the president. All major purchases of \$250,000 and contracts require Board of Trustees approval, in accordance with Board Policy 232.

To assist employees with this process, GCC’s Materials Management Office provides a [Materials Management Office Requisition Checklist](#) that gives information on the authorized signatures required for specific spending levels.

The multi-level approval process, responsive fiscal management, and government-required accounting practices ensure that the use of financial resources is justifiable and effective in all respects. The soundness of resource allocation is determined by regular or periodic assessments and evaluations carried out by management.

The college continues to use its financial resources efficiently to meet its obligations to its students, vendors, and employees. With an exception of Governmental Accounting Standards Board (GASB) 73 and GASB 75 implementation in Fiscal Year 2019, [GCC Financial Statements, Required Supplementary Information, and Supplementary and Other Information](#),

[\(Year Ended September 30, 2022\)](#) unrestricted fund balance resulted in positive net position from Fiscal Year 2019-2022.

GCC received an unmodified (clean) opinion in their fiscal year ended September 30, 2023 financial statements [\(FY 2023 OPA Highlights\)](#). GCC also received an unmodified opinion on its compliance for its major federal programs.

Standard 3.7

The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

Maintaining the college's financial health is an institution-wide initiative. To ensure that the college fulfills its long-term financial obligations, spending is limited to instructional needs, contractual services, personnel costs, and utility costs. Other operational costs are reviewed and approved prior to spending. Additionally, when necessary, the college institutes cost-cutting measures, such as hiring freezes, reduction of allocated budgets, and spending cuts for non-instructional expenses.

The college's [Strategic Resource Plan \(2023-2027\)](#) sets a framework for the board and college administration to examine future implications of major financial decisions. As noted on the first page, "GCC's annual planning cycle integrates priorities and key initiatives articulated in the college's Institutional Strategic Master Plan (ISMP), Program, Course, Student Services, and Administrative Unit Assessment Plans and Program reviews, and other institutional plans with the resources necessary to meet strategic planning objectives."

The college continually tracks the economic situation and condition of the local and federal governments and adjusts the annual budget as necessary. Regular meetings are held by the GCC management team to discuss the academic operations and financial position of the college. Additionally, during monthly board meetings, the president reports on the finances of the college. Because of these efforts, the college's financial health is sound, and the institution has sufficient cash flow to maintain financial stability.

Currently the college has a Lease Back agreement with the GCC Foundation reference to GCCF USDA loan long-term debt for building 100 located on GCC's Campus. Payments to the GCCF USDA loan are secured by the facilities lease agreement.

The maintenance of insurance policies for the college is essential for ensuring its long-term financial health. The college's Materials Management Office budgets for all insurance costs for the college which includes coverage for property, automobile, crime, and cyber liability insurance. Additionally, each year the college budgets for educators insurance coverage from United Educator's for Primary General Liability (PGL), Educators Legal Liability (ELL), General Liability Excess (GLE), and Internships and Professional Services Liability (IPL).

Standard 3.8

The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

GCC recognizes the importance of providing its students and employees with a safe and secure environment. The college has thus directed substantial resources toward the upkeep of its facilities and its health and safety practices.

As with all major decisions that the college makes, improvements to the campus are only done after thorough planning and discussion. The [Physical Campus Master Plan \(PCMP 2020-2030\)](#) is a product of this. The PCMP is a document that details the college's capital improvement plans for the next few years and incorporates campus planning factors such as enrollment, classroom demands, parking demands, infrastructure improvements, and project description.

In accordance with the PCMP, GCC's Planning and Development (P&D) Office oversees the upkeep and renovation of the physical resources on the college's 32.7-acre campus. The campus consists of several buildings, including the Administration Building, a multi-purpose auditorium, the Learning Resource Center (LRC), and Student Center. Several additional buildings house classrooms, labs and other offices. P&D oversaw the planning and construction of four Leadership in Energy and Environmental Design (LEED) certified buildings (Buildings 100, 200, 4000, and 6000). LEED is the world's most widely-used green building rating system. LEED certification indicates that a building is highly energy-efficient, has cost-saving features in place, and offers environmental benefits. In addition to the four existing LEED-certified buildings, two buildings – Building 300 and the Forensic Building – are in the certification process and one building – Building B – is under construction using the LEED framework.

P&D posts an announcement for suggested/recommended capital improvement projects on the college's website annually to give an opportunity for the campus community to provide feedback. Based on the feedback from the college community, a list of capital improvement projects is compiled and presented to the Resource, Planning and Facilities (RPF) Committee, an institutional committee composed of faculty, staff, administrators, and students. RPF reviews and discusses the proposed projects, giving priority to projects which address the health and safety of individuals on campus. The priority list is then forwarded to the College Governing Council (CGC) for consideration. Projects are presented to the president and the board for funding consideration.

In addition to capital improvement projects, P&D has oversight of the college's Facility and Maintenance Department. This department maintains GCC's building structures by repairing and conducting preventive maintenance to create a conducive and safe learning and work environment. Facility and Maintenance staff conduct regular walk-throughs of college facilities to assess building, infrastructure, and photovoltaic systems. They are also responsible for maintaining the working order of the facilities, either through in-house upkeep or the arrangement of outsourced work.

Issues related to facilities are reported by faculty, staff, administrators, and students. Formal requests for repairs and upkeep are known as work orders, which are entered and tracked through the eMaint Work Order Submission System. GCC's [Planning and Development Department Standard Operating Procedures - Facilities Office \(Attachment A\)](#) sets forth the guidelines and procedures for prioritizing and managing work orders efficiently. The work order submission system not only serves as an early detection system for potential concerns but also plays a pivotal role in shaping improvement initiatives, ensuring that the institution's physical assets are aligned with the evolving needs of students.

Projects beyond the Facilities and Maintenance department's resource capacity are outsourced. Outsourced projects include replacement of fences and gates, major repairs and replacement of pre-engineered steel awning and building structures, and installation of water filling stations.

Custodial services are also outsourced. The scope of work for custodial services serves as the document that prescribes the custodial tasks and frequency of tasks. The custodial service schedule provided by the contractor details the dates services are to be rendered.

In addition to the college's commitment to facility upkeep, its commitment to safety is evident through regular emergency preparedness drills, technological upgrades in security infrastructure, and routine inspections.

Emergency preparedness drills, overseen by the Environmental Health and Safety (EHS) Office, encompass scenarios such as fire, earthquake, and active shooter preparedness. These drills play a crucial role in ensuring the readiness of the campus community to respond effectively in emergency situations. The college's commitment to emergency response is further demonstrated through the maintenance of a fully functional fire alarm and mass notification system. This system enhances the college's overall emergency response capabilities, providing a reliable means of communication and coordination during critical situations. [Fire Emergency Evacuation Maps](#) are also posted on classroom doors and workplaces throughout the campus, supporting evacuation efforts.

Security infrastructure is also essential, and enhancements are made when needed. A significant security enhancement is the replacement of the magnetic system with the personal identification system (PIN) code lock system for doors at the Student Services and Administration (SSA) building. This technological upgrade reflects the college's commitment to safeguarding sensitive information and ensuring the security of student and personnel records.

Safety of the campus community is also ensured through routine walk-through inspections of all campus facilities and satellite high schools. These inspections play a key role in identifying and promptly addressing any health, safety, or security violations. The installation of Closed Circuit Television (CCTV) surveillance cameras in designated areas also assist in identifying health, safety, or security violations. These walk-through inspections and installation of surveillance cameras contribute to a secure learning and working environment.

To bolster on-campus security, the college engaged the services of a private company to provide campus security guard services, ensuring a visible and responsive security presence on the premises.

Collaboration between college offices and departments is vital in establishing a safe and secure campus. For example, the P&D staff works with the Environmental, Health and Safety Officer (EHSO) and the Student Support Services (SSS) team to ensure that safety and health protocols are being followed, particularly in relation to maintenance and construction activities on campus. The EHSO also works with the SSS and the Center for Student Involvement (CSI) to disseminate emergency plans and security information during adjunct faculty and new student orientations. Furthermore, the EHS partners with the HR office to extend this safety and security information during new employee orientations, ensuring comprehensive awareness.

Additionally, the EHS extends its efforts beyond campus boundaries by reaching out to community partners. This collaborative approach aims to provide on-campus, in-person training programs covering crucial topics such as Active Shooter, weather, Occupational Safety and Health Administration (OSHA) guidelines, and Trauma-Informed and Vicarious Approach training and preparedness.

The establishment of the Campus Safety and Security Task Force (CSSTF) and Sexual Assault Response Team (SART) also underscores a collaborative effort to discuss and implement safety measures. Campus-wide understanding of the above health and safety practices and procedures is of the utmost importance.

Among these efforts is the development of the [Emergency Operations Plans & Procedures \(EOPP\)](#) and the publication of [Annual Security Reports \(ASR\)](#), addressing a multitude of potential threats and crises.

Standard 3.9

The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Technological resources provided by GCC have always been in support of 100% student-centered success. To ensure that the use of technology remains mission-oriented, GCC has developed documentation detailing GCC's technological vision and the appropriate and safe use of technology.

In April 2006, GCC developed the [Enterprise Architecture \(EA\)](#), a document detailing GCC's vision of the future of information technology at the college. Additionally, the [Institutional Technology Strategic Plan \(ITSP\)](#) was drafted to outline GCC's plan to achieve the future described in the EA. Updates to these documents, released in March 2022, are aligned with GCC's goal of having a unified enterprise architecture encompassing various platforms and infrastructure.

GCC's current technology infrastructure is composed of various systems that support educational services and operations in the following ways:

- Ellucian Banner, which serves as GCC's Enterprise Resource Planning (ERP) and Student Information System (SIS)
- Ellucian Degree Works, which assists in academic advisement and includes a degree audit tool to guide student success

- Moodle, which is a Learning Management System
- Luminis and the upcoming Ellucian Experience, which provides a home page portal to the GCC community and access to dynamic data with personalized content
- Ellucian Analytics and the upcoming Ellucian Insights, which provides data analytics for data-informed decision-making
- Ellucian Integrated Learning Platform (ILP), a platform that provides Banner and Moodle 2-way communication for teaching and learning tasks
- Ellucian Etranscripts, which provides secure, real-time transcript authentication, production, and transfer between the National Student Clearinghouse and Banner
- Ellucian Ethos, which connects processes, people, and applications across the organization
- Evision Intellicheck, which supports check processing for payments of financial obligations
- Argos, which is a reporting tool designed for higher education
- Google Workspace for Education, which offers education fundamentals at no cost to the institution
- Nuventive Improvement Platform, which serves as an assessment tool for program, courses, administrative units, and student service units

The robust systems and applications that GCC employees use are maintained and serviced in the Amazon Web Services (AWS) Cloud, which provides a highly reliable, scalable, low-cost infrastructure platform. GCC partners with Ellucian and ICON Technologies to manage the GCC-owned AWS Cloud environments.

Also included in the GCC-AWS Cloud environment are:

- Domain Name System (DNS) Server to manage GCC's domain name
- Internet Protocol (IP) addresses
- CAS/SAML2.0/LDAP for identity provider and authentication protocol
- Institutional File Server (IFS) for institutional document repository.

Campus access to these applications/systems would not be possible without a robust network infrastructure. GCC has three (3) internet service providers (ISPs) that provide the bandwidth to power the campus network, providing wired and wireless internet access for the entire campus.

Widespread access to technology necessitates strict policies and guidelines for appropriate use. GCC clearly communicates these guidelines to all users through the following policies and directives:

- [Board Policy 191 \(Data Breach Response Policy\)](#), which establishes the GCC incidence response procedures for data breaches (GCCIRPDB)
- [Board Policy 196 \(Digital Resources Policy\)](#), which promotes the use of digital resources that transform teaching in all programs and classes
- [Board Policy 197 \(Online Policy\)](#), which governs the use of the internet by both employees and students
- [Board Policy 199 \(Social Media Policy\)](#), which ensures that any and all interactions on behalf of GCC represent the college's best interests

- [Board Policy 340 \(Distance Education Policy\)](#), which supports students enrolled in distance education courses
- [Board Policy 470 \(Code of Ethics\)](#), which commits GCC employees to a high standard of ethical behavior.
- [Administrative Directive 2006_01 \(Updated GCC Email Account Policy\)](#) describes the privilege of being provided a GCC email account and what it entails.

Supporting these policies and directive are the college's network security efforts. First, GCC's sites have Secure Socket Layer (SSL) certificates from GoDaddy that provide secured and encrypted connection to the user's browser while every desktop and laptop in the campus is equipped with Symantec Endpoint Protection antivirus software to ensure protection from viruses, malware, and spyware. The college also uses Google Workspace online automated antispam, antivirus, and anti-malware systems.

GCC has implemented IEEE 802.1Q, Virtual Local Area Networking (VLAN) on ethernet networks, which provides for a separation of various networks, primarily employee, student, utility, security systems, server and application operations and network management, thus improving the GCC network and network security.

In addition to these efforts, each employee and student can only gain access to the ERP system, Ellucian Banner, using their college-issued user identification. An online Banner Access Form, which includes an acknowledgement of confidentiality, is completed by employees to request direct access to the Banner Application Navigation for data entry. Upon an employee's separation from the college, their system access is disabled to prevent unauthorized use. Any device issued to the employee is also returned to MIS before clearance is given.

Secure access for all modern network devices uses Secure Shell (SSH) protocol. Simple Network Management Protocol (SNMP) used in network devices are configured for v2c (password protection) or v3 (encrypted) use. Telnet is disabled and used only on older devices that cannot support SSH. Web-based access to network hardware is disabled and default factory logins are modified.

Higher level or core switches employ Access Controls Lists (ACL) which limits access to the network management. Port security is used as a security measure to prevent non-GCC devices from utilizing network connections in classrooms. The college also uses Virtual Private Network (VPN) to connect to AWS Servers and the Ellucian Servers. Secure File Transfer Protocol (SFTP) is used between workstations and servers.

In compliance with the Gramm-Leach-Bliley Act (GLBA), the college recruited a Systems Analyst II with a cybersecurity selective factor. GCC will soon implement the Multi-Factor Authentication (MFA) to login to the ERP and all other applications. A cybersecurity manual is currently being developed.

The college's security efforts have been proven effective via a number of third-party assessments. In 2018 and 2020, multiple third-party network penetration and vulnerability tests were contracted and conducted. This resulted in medium to low-risk status. Appropriate mitigation and improvements were made where needed. Also, Schellman & Company, LLC. conducted an independent audit of the controls related to security, availability, and confidentiality of the cloud services provided by Ellucian Company L.P., which resulted in two

reports that showed positive outcomes: System and Organization Controls Report 1 (SOC1) and a System and Organization Controls Report 2 (SOC2).

The college regularly evaluates its technology infrastructure (including network security) to ensure ongoing effectiveness. MIS continues to implement the replacement cycle of computer labs and upgrades of networking equipment (switches, routers, access points, etc.). The scheduled upgrades of the Enterprise Resource Planning (ERP) system will enhance and ensure security protections and efficiencies of the system operations to provide users with the most updated functionalities of the Ellucian Banner system.

GCC devices are also closely monitored to ensure that employees and students are using the latest dependable technology. To do this, the Technology Working Group (TWG) determines appropriate computer standards for GCC devices. The TWG is a team of faculty, students, the instructional designer, and personnel from the Management Information System (MIS) Office.

Standard 3.10

The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The GCC Board of Trustees has adopted several policies related to planning for unforeseen circumstances. [Board Policy 248](#) relates to insurance protection. In particular, it states that that the president shall make all reasonable efforts within the financial constraints of the budget to:

“obtain officers, trustees, elected or appointed officials, contract employees, employees, or volunteer workers insurance; financial bonding of appropriate individuals; general liability insurance; automobile insurance; an umbrella liability policy, educators legal liability, licensed professional liability; property insurance, crime insurance and such other insurance as may be reasonably necessary.”

Board Policy 248 further states that GCC shall indemnify its employees, officers, and board members, from costs, reasonable attorney’s fees, judgment and settlements arising from liability for action performed in the course and scope of their employment, provided that their acts were not performed in bad faith. Additionally, Board Policy 248 states that all insurable buildings will be covered for fire, wind, water, typhoon, flood, and earthquake damage, including their contents.

In accordance with this policy, the college has purchased insurance policies to protect itself in the event of unforeseen circumstances. GCC has a Cyber Liability Insurance Policy from Moylan’s Insurance Underwriters, Inc. that covers miscellaneous professional services, multimedia and intellectual property liability, security and privacy liability, and business income loss. In addition, the college’s Materials Management Office maintains insurance coverage for property, automobile, crime, marine hull, inland floater, and cyber liability. The college also maintains educators’ insurance from United Educator’s for Primary General Liability (PGL), Educators Legal Liability (ELL), General Liability Excess (GLX), and Internships and Professional Services Liability (IPL).

GCC has access to United Educators (UE) education-specific risk management resource library, which includes media, online courses, and publications utilized by its employees and students. UE is a reciprocal risk retention group, a licensed insurance company owned and governed by approximately 1,600 members representing K-12 schools, colleges, and universities throughout the United States.

Several other board policies related to the college's contingency plans in the event of emergencies include:

- [Board Policy 172 \(Pandemic Response Plan\)](#): The Pandemic Response Plan calls for the preservation of the economic stability of college employees during a pandemic in ways similar to provisions exercised during typhoons or as stipulated by the Governor of Guam or his/her designee in charge of carrying out the Guam Pandemic Response Plan. The plan will be periodically reviewed and updated by the GCC Emergency Response Team, as necessary and appropriate.
- [Board Policy 180 \(Risk Crisis Management & Emergency Protocol\)](#): Through this policy, the board formally adopts the GCC emergency response plan and procedures, which is made available electronically on the college website and periodically reviewed and updated as necessary. Board Policy 180 identifies the environmental health and safety officer, the associate dean of the School of Technology and Student Services, and the accommodative services coordinator as GCC emergency responders.
- [Board Policy 191 \(Data Breach Response Policy\)](#): The GCC Incident Response Procedures for Data Breaches (GCC IRPDB) was created to respond to actual or suspected data breaches involving Personally Identifiable Information (PII), organization identifiable information, significant breaches of the college's Enterprise Resource Planning (ERP) system and significant cybersecurity incidents.

In addition to these board policies, the EHS office actively disseminates crucial information regarding emergency response to unforeseen threats and emergencies such as active shooter incidents, bomb threats, earthquakes, storms, or typhoons. This dissemination occurs through multiple channels, including the MyGCC platform and campus-wide announcements. The goal is to ensure that the college community is well-informed and adequately prepared in the event of an environmental emergency. This proactive approach underscores the commitment to fostering awareness and readiness for the safety and well-being of all members of the college community.

GCC's [Emergency Operations Plans and Procedures](#) document supports the college's contingency plans. The plan outlines the steps the college will take in case of fire, evacuations, typhoons, earthquakes, tsunamis, bomb threats, and hostile or violent persons. Also posted on MyGCC is [The Coming Storm Campus Readiness Preparation Plan and Procedures](#). This document outlines the steps that must be taken in the event of imminent danger from a tropical storm or typhoon.

In the event of a financial emergency, the college has a financial exigency plan in place. As per the [GCC Personnel Rules and Regulations for Classified Service Employees \(Appendices B and C\)](#) and the [Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029 \(Article XXI-Financial Exigency/Reduction-In-Force\)](#), the college president will convene a Financial Exigency Committee or the Faculty Reduction-in-Force Committee with the concurrence of the

Board of Trustees if there is a serious need for layoffs, nonpayment, or suspension of salary adjustments.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Standard 4.1

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

The institution documents its commitment to the principles of academic freedom, academic integrity, and freedom of inquiry in various ways:

- [Board Policy 460 \(Academic Freedom\)](#) recognizes that a faculty member is entitled to freedom in research and in the publication of the results, subject to the adequate performance of other academic duties. When the faculty speaks or writes as a citizen, the faculty member should be free from institutional censorship or discipline.
- The [Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029 \(Article IV, pg. 11\)](#) focuses on Faculty Rights to Academic Freedom and aligns with [Board Policy 460 \(Academic Freedom\)](#). The article describes the importance of academic freedom in teaching and research. Faculty have the freedom to discuss curriculum matters, engage in classroom projects, and invite relevant guest speakers.
- Page 9 of the [Student Handbook \(2023-2024\)](#) explicitly states the college's stance on academic integrity: "The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value." Therefore, instances of "cheating, plagiarism, fabrication, multiple submissions, misrepresentation or falsification of academic records, facilitating academic dishonesty, and unfair advantage" are not in alignment with the college mission. The consequences of academic dishonesty can be as severe as expulsion from the college.
- As a required element of the college's [Syllabus Template](#) and [Syllabus Checklist](#), course syllabi are required to have the following text regarding academic integrity: "Academic dishonesty can take different forms, including but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which students are unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with the instructor. It is also the student's responsibility to be familiar with the student guidelines on academic integrity."

The values that drive academic freedom, academic integrity, and freedom of inquiry are echoed in other guiding documents of the college. For example, the institution's [Board Policy 470 \(Code of Ethics\)](#) emphasizes values such as scholarship, lifelong learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect, and professional integrity. In addition, Board Policy 470 dictates that employees are expected to adhere to principles that promote ethical behavior, accountability, fairness, and excellence in their actions

and decisions. This is aligned with [GCC's Personnel Rules and Regulations for Classified Employees, \(Chapter 3- Code of Conduct\)](#), which states, "all employees are expected to maintain the highest standards of conduct to ensure that services in GCC are properly administered."

The principles of academic freedom, academic integrity, and freedom of inquiry are also discussed during new employee and adjunct faculty orientations, ensuring that all employees are aware of the college's commitment to these values. New employee training is conducted by the Human Resources Office, and adjunct training is coordinated by the School of Trades and Professional Services Dean's Office.

Standard 4.2

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Roles, responsibilities, and opportunities for participation in decision-making are clearly defined at GCC through a number of documents and policies. These documents and policies also highlight the role of participatory governance within the college's decision-making process.

[Board Policy 140 \(Organizational Chart of Guam Community College\)](#) authorizes the Board of Trustees to "determine the college's organizational structure and the composition of divisions of programs as it deems appropriate to achieve its mission." At the top of the organizational chart is the Board of Trustees. Based on its [First Amended By-Laws](#), the board shall consist of seven trustees; of the seven, one is to represent organized labor, one is to represent business and industry and employer organizations, one is to represent students of the college, and the remainder represents the general public. The board is charged with adopting policies, rules, and regulations necessary for the operation of the college.

The president of the college reports directly to the board. The president is the college's chief executive officer and executive officer of the board. According to the First Amended By-Laws of the Board of Trustees, the president shall have "full charge and control, not in conflict with the policy-making authority of the Board of Trustees, of the administration and business affairs of the college." The vice presidents for academic affairs and finance and administration report directly to the president. Administrators under each division report directly to their respective vice presidents. Additionally, administrators under the Office of the President report directly to the president.

The college prides itself on its participatory governance structure. GCC's multifaceted participatory governance structure is the formal avenue for comprehensive input and representation from various segments of the college community, fostering collaboration and ensuring that decisions consider a wide range of perspectives and interests.

The [Participatory Governance Structure Handbook \(2023-2024\)](#) includes a diagram of the participatory governance hierarchy. At the top is the Board of Trustees, followed by the president. Directly below the president are the College Governing Council (CGC), institutional committees with oversight by the vice president for academic affairs and union committees with oversight by the faculty union. Participatory governance fosters a systematic and inclusive approach to continuous quality improvement.

The CGC, directly below the president in the participatory governance structure, is a council that provides opportunities for participation by faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. The council is composed of the faculty senate president, staff senate president, Council on Postsecondary Student Affairs (COPSA) president, and one administrator appointed by the president. With input from its respective constituencies, the council forwards recommendations for action to the president.

The faculty senate, staff senate, and Council on Postsecondary Student Affairs (COPSA) are involved in participatory governance via the CGC and the Resources, Planning, and Facilities (RPF) committees. Members of these committees are official representatives of their constituents. The faculty senate represents the faculty of the college in academic and professional matters and is composed of department chairpersons. The staff senate represents classified staff on governance-related issues. COPSA is the official representative body for GCC students. COPSA guides the work of GCC student organizations and addresses issues and concerns of GCC's student body.

The [Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029 \(Article XIII\)](#) outlines the responsibilities and roles of the faculty in institutional governance. Union committees include Advancement-in-Rank (AIR), Professional Development Initiatives Committee (PDIC), Negotiations Committee, and Calendar Committee. The AIR committee ensures faculty promotions are made objectively, equitably, impartially, and consistently. The PDIC plans and organizes professional development activities, mentorships, and training for faculty. The negotiations committee reviews the Agreement between the faculty union and the board and submits recommendations to the board. The calendar committee proposes the five-year academic calendar based on a thorough analysis of relevant information.

The institutional committees address institutional needs that impact student learning. Committees are a core element of participatory governance and focus their work upon matters related to a specific charge. Institutional committees include the Accreditation Standards Committees, Curriculum Review Committee (CRC), and Committee on College Assessment (CCA). The standards committees gather, organize, and analyze quantitative and qualitative data that promote the college's efforts in meeting each accreditation standard. CRC is responsible for overseeing the curriculum development process. CCA guides and assists campus constituents in fulfilling their assessment requirements through careful review and feedback of assessment plans, reports, and program assessments.

Participatory governance is evident in the collaboration of stakeholders to create the [Institutional Strategic Master Plan \(ISMP 2020-2026\)](#). GCC's transformation consultants facilitated the planning process using the transformation framework of co-creative participation of all stakeholders. Contributions from leaders and managers, support staff, faculty, students and industry partners shaped the development of the document. Numerous meetings were held with stakeholder groups, including student leaders. Input from all employees was sought during the 2018 College Assembly and January 2019 Industry Partners' Forum was held to solicit additional input. The updated ISMP was reviewed and approved through the college's governance process. This collaboration between college stakeholders ensured that everyone involved had a say in the future direction of GCC.

An additional example of participatory governance is the Meet the President event ([e.g., Spring 2024 Meet the President](#)), which takes place every semester. This event is widely advertised to promote greater participation by students. During these face-to-face sessions, the president of the college provides updates to students regarding topics such as college finances and capital improvement projects. This forum encourages open dialogue between the president and students by providing an opportunity for students to ask questions or to share their concerns and ideas.

Participatory governance invites everyone to take part in decision-making. The Board of Trustees monthly meetings and institutional committee meetings are open to all members of the campus community, fostering transparency and inclusion. [Board of Trustees meeting minutes](#) are accessible on the college's public website. This further enhances transparency allowing everyone to stay informed about discussions and decisions made by the board.

Standard 4.3

The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The college's decision-making and governance process is embedded in the institution's policies and structures, promoting consistent and effective implementation.

The GCC Board of Trustees, established by [Guam Public Law 14-77](#), is the college's highest decision-making body. [Board Policy 195 \(Selection and Appointment of Guam Community College Trustees\)](#) emphasizes the Board of Trustees' commitment to maintaining the highest standards of quality and effective governance in fulfilling its responsibilities to GCC students, faculty, staff, and administrators, and to the general public.

In order to ensure that decision-making structures are used consistently and effectively at the highest level of college governance, [Board Policy 120 \(Orientation of New Board of Trustees Members\)](#) and [Board Policy 111 \(Board of Trustees Membership Handbook, Board of Trustees Standing Committees, Parliamentary Procedures at a Glance\)](#) were established. Board Policy 120 requires that new board members have a basic understanding of the roles, functions, and responsibilities of trustee membership. Each new board member undergoes an orientation, which allows the individual to become a fully-participating member of the board. The orientation includes an explanation of the board's duties and responsibilities. Board Policy 111 requires the development of a membership handbook, establishment of parliamentary procedures for conducting and managing board meetings, and the establishment of the Academic Affairs Standing Committee and the Finance and Administration Standing Committee.

The board works collaboratively with the president, faculty, staff, and student leaders of GCC. [Board Policy 115 \(Code of Trustee Ethics and Conduct\)](#) supports this collaboration by promoting and encouraging open, mutually supportive and accountable participation of students, faculty, and staff in the governance process. This is demonstrated by the participation of student, faculty, and staff representatives during board meetings.

To further promote a climate of collaboration at the college, the board adopted [Board Policy 110 \(Board Policy Development and Review\)](#), which allows proposals for policy development or policy review to be submitted not only by the board but also by those who are not members of

the board. These proposals are routed to the president for review and potential recommendation to the board. Board Policy 110 is complemented by [Board Policy 113 \(Access to Board Policies\)](#), which provides the public and campus community with complete access to all existing board policies. These policies are found on the [GCC Public Website-Board Policies](#).

In addition, board meeting discussions and decisions are shared and made available to stakeholders through the board meeting minutes published on the GCC website, MyGCC portal, and YouTube live streams. This process promotes an inclusive culture at the institution.

GCC's participatory governance structure promotes collaboration among all members of the college community with the ultimate goal of student success. This structure is described in the college's [Participatory Governance Structure Handbook \(2023-2024\)](#), which was recently updated as a result of the changes made to the agreement between the GCC faculty union and the GCC Board of Trustees in Spring 2023. The handbook describes GCC's current governance structure, including details regarding the roles and responsibilities for each constituent group (administrators, faculty, staff, and students.) The commitment to the participatory governance structure described in the handbook is evident by the signed acknowledgement by the Council on Postsecondary Student Affairs (COPSA) president, staff senate president, faculty senate president, and the vice president for academic affairs.

Standard 4.4

Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

The duties and responsibilities of GCC's board are outlined in several policies.

- [Board Policy 115 \(Code of Trustee Ethics and Conduct\)](#) emphasizes the duty of the board to ensure that students receive the highest quality education in the most efficient manner possible. The board is expected to maintain consistent and vigilant oversight of the college with emphasis on institutional quality, overall efficiency, and fiscal stability. In keeping with its role, a board representative serves on the management team during contract negotiations between the college Faculty Union and the GCC Board of Trustees.
- [Board Policy 110 \(Board Policy Development and Review\)](#) empowers the board to adopt policies and regulations necessary for the sound operation of the college. Sound operations require that policies and regulations be current and relevant. Consequently, the board reviews policies on a regular basis, which are reflected in meeting minutes. After new or existing policies are reviewed by the board, the policies are placed on the board's monthly meeting agenda for further discussion and approval.
- [Board Policy 113 \(Access to Board Policies\)](#) requires that the board periodically amends, deletes, or adds policies necessary for the efficient operation of the college. A complete list of board policies can be found on the college's public website.
- [Board Policy 200 \(Fiduciary Responsibility\)](#) gives the board the responsibility of ensuring the effective management of GCC's financial resources through the president. In keeping with this responsibility, the board authorizes every bank and investment account as well as the authorized signatories for each account.

- [Board Policy 204 \(Audits\)](#) requires that the annual audit of the college be conducted by external auditors to ensure that college resources are appropriately managed. The president reviews the results of annual audits with the board as it becomes available.

In addition to the policies that mandate audits and reviews, the board meets monthly to monitor the college's fiscal health and progress toward goals. The president delivers reports on the financial status of the college, and the student trustee, faculty advisory member, and support staff advisory member each report on their monthly activities.

Standard 4.5

The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The details regarding the selection, evaluation, and authority of the institution's CEO is well-documented.

[Guam Public Law 14-77](#) states that the GCC Board of Trustees shall "appoint the President of the college who shall be its chief executive officer. The president of the college shall serve as the executive officer of the board and shall have full charge and control not in conflict with the policy making authority of the Board of Trustees of the administration and business affairs of the college." Additionally, the law empowers the president to:

- see that all rules and regulations of the college are enforced
- attend all meetings of the board and submit a general report of the affairs of the college
- keep the board advised as to the needs of the college
- devote entire time to the business of the college
- select and appoint the employees of the college
- plan, organize, coordinate and control the services of such employees in the exercise of the power of the college under the general direction of the board
- cause to be submitted to the Governor and the Legislature, one hundred twenty (120) days from the end of each fiscal year, a report describing the condition and progress of career and technical education during the year including a financial report showing the result of operations for the preceding fiscal year and financial status of the college on the last day thereof
- perform such other additional duties as the board may require.

In compliance with Guam Public Law 14-77, the college prepares an annual report for the president to submit to the governor and Guam Legislature. Annual reports can be accessed on the college's public website by clicking the About Us tab and clicking Publications (Public Reports).

[Board Policy 115 \(Code of Trustee Ethics and Conduct\)](#) supports Guam Public Law 14-77. The policy promotes a healthy relationship with the president through supportive, open and honest communication, and regular evaluation. The policy also mentions the board's delegation of authority to the president and staff to initiate policy recommendations, administer educational programs, conduct college business and implement board decisions.

Additionally, Article V of the [First Amended By-Laws](#) of the Board of Trustees acknowledges the president as the chief executive officer of the college and executive officer of the board. According to the article, the president “shall have full charge and control, not in conflict with the policy making authority of the Board of Trustees, of the administration and business affairs of the college.”

Through [Board Policy 200 \(Fiduciary Responsibility\)](#) the board ensures the effective management of the college’s financial resources via the president. Further financial responsibilities given to the president under the authority of the board are the establishment and maintenance of bank accounts and signing authority ([Board Policy 208 - Authorized Signatories for Bank Transactions](#), and [Board Policy 209 - Authorized Signatories for Bank Transactions \(Wire and Credit Card Payment Transactions\)](#)), the establishment and management of non-appropriated funds ([Board Policy 212 - Non-Appropriated Funds Account](#)), and the establishment and management of promotional and development account ([Board Policy 216 - Promotional and Development Account](#)).

The [Guam Community College Board of Trustees Membership Handbook \(October 2023\)](#), lists the following board responsibilities related to the president:

- consider the president as the key to the accomplishment of the college’s goals
- consider the president as part of the board team
- provide a clear job description and performance expectation
- delegate, support, and evaluate the president
- provide open communication, confidence, and trust

The selection of the president is outlined in [Board Policy 455 \(Selection of President\)](#). This policy describes the board’s responsibility for the selection of the college president. When a vacancy occurs, the board shall appoint a screening committee who will advertise the posting; accept, screen and interview applicants; and recommend to the board at least two to three applicants who best meet the advertised criteria for the position. The screening committee shall be composed of a member of the board (not the chairperson), the student member of the board, the two advisory members of the board (faculty union president and staff senate president), the faculty senate president, and two members of the general community chosen by the board.

The president is evaluated annually by the board. During its October 2023 meeting, the board approved the president’s performance evaluation for the period of June 16, 2022 through June 15, 2023.

Standard 4.6

The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Guam Community College (GCC) Board of Trustees demonstrates its effectiveness as a collective unit through adherence to its enabling legislation, which requires that a concurrence of a majority of at least four board members, as opposed to a simple majority of the quorum of Trustees in attendance, shall be necessary to the validity of its acts [Title 17 Guam Code](#)

[Annotated- Education, Division 4- Guam Community College, Chapter 31- GCC](#)

[Administration](#). In keeping with [Board Policy 115 \(Code of Trustee Ethics and Conduct\)](#), once a matter has been decided by vote, all members are expected to uphold the collective board decision.

The board has also adopted and adheres to the [Guam Community College Board of Trustees Membership Handbook \(October 2023\)](#), which stipulates on pages 9-10 that “a trustee is a member of a lay board which acts AS A UNIT to: set policy direction, evaluate implementation of policy, employ a president as institutional leader, establish the climate in which educational goals are met, assure the fiscal health and stability of the college, act as a community bridge and buffer, and serve as a positive agent of change.”

If a trustee is found to be engaging in behavior that does not align with the board’s policies, documented procedures for addressing the situation can be found in the Board of Trustees Handbook, which includes the Board of Trustees’ [First Amended By-Laws](#), [Board Policy 115 \(Code of Trustee Ethics and Conduct\)](#), and [Board Policy 120 \(Orientation of New Board of Trustees Members\)](#).

Several initiatives have been set to ensure that the board functions effectively. First, upon appointment to the GCC Board of Trustees by the Governor and confirmation by the Guam Legislature, new appointees to the board are required to sign a non-disclosure statement indicating that they have no conflicts of interest with the college. The non-disclosure statement is required by public law and is submitted annually to the Guam Election Commission.

Second, in compliance with [Guam Public Law 36-25](#), “Relative To Updating The Ethics In Government Training Program and Requiring Ethics Training For All Government Of Guam Employees,” board members are required to attend an ethics training, which is mandatory for all government employees, including all appointed officials such as the Board of Trustees.

Third, to support effective governance, trustees attend annual off-island conferences offered by the Association of Community College Trustees (ACCT), of which the college and Board of Trustees are members. Examples of these conferences include the ACCT Leadership Congress, the National Legislative Summit, and Governance Leadership Institutes. The conference most attended by board members, including the president, is the ACCT Leadership Congress. Trustee Education | ACCT trip reports from board members reflect knowledge acquired by the board members. Professional development opportunities such as these increase the board’s knowledge of best practices in their roles and responsibilities as trustees. These conferences also provide members of the board opportunities to network with other trustees.

Finally, the board adheres to [Board Policy 306 \(Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees\)](#) by participating in GCC’s established cycle of program assessment as an administrative unit. By directly participating in the college’s assessment initiative, the board is ensuring quality of academic programs, learning support, and student services by using their assessment results to implement improvements in support of equitable student achievement.

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
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)	Guam Public Law 14-77 Guam Public Law 31-99
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	Board Policy 100 (Mission Statement) Board Policy 110 (Board Policy Development and Review) Board Policy 113 (Access to Board Policies) Guam Community College Board of Trustees Membership Handbook (updated October 2023) Policy Review Tool
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	Board Policy 100 (Mission Statement) January 12, 2024 Board of Trustees Meeting Packet
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	Institutional Strategic Master Plan (ISMP 2020-2026)

	Fall 2018 Convocation Agenda Fall 2019 College Assembly Agenda Spring 2021 College Assembly Agenda Fall 2021 College Assembly Agenda Fall 2023 College Assembly Agenda Spring 2023 College Assembly Agenda Spring 2024 College Assembly Agenda
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)	GCC Fact Book, Vol. 18 BOT 4/12/24 agenda BOT 4/12/24 minutes - ISS approval by GCC Board Institutional Set Standard Proposal Memo - March 8, 2024

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:	Board Policy 345 (Credit Hour Policy) AY2024-2025 Catalog: Minimum Program Length for Certificates

Required Item	Documentation
<ul style="list-style-type: none"> 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) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>AY2024-2025 Catalog: Minimum Program Length for Associate Degrees</p> <p>AY2024-2025 Catalog: Minimum Program Length for Baccalaureate Degree</p> <p>AY 2023-2024 Curriculum Manual</p> <p>Institutional Set Standard Change Proposal Memo (March 8, 2024)</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> 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 <p>See Policy on Transfer of Credit</p>	<p>AY 2024-2025 Catalog - Transfer of credits from postsecondary institutions (pg. 18-28)</p> <p>Board Policy 320 (Articulation and Transfer Agreements)</p> <p>AY 2024-2025 Catalog, Appendices B-H: Articulation Agreements with other Institutions (pgs. 256-286)</p> <p>Board Policy 350 (Prior Learning Assessment)</p>

Required Item	Documentation
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <i>Policy on Institutional Advertising and Student Recruitment</i> (ER 16)	Board Policy 192 (Recruitment Policy) Board Policy 150 (Media Relations) GCC Marketing Plan (2021-2026)
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> • 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 	Board Policy 500 (Guam Community College Student Handbook) AY 2024-2025 Catalog Student Complaint Procedure (pg. 13-14) Student Complaints and Grievances Webpage on the GCC Website GCC Student Services Webpage AY 2023-2024 Student Handbook AY 2024-2025 Catalog (Title Page) AY 2024-2025 Catalog Appendix L: Annual Notification of Student Rights Under the Family Educational Rights and Privacy Act (FERPA) (pg. 290) AY 2024-2025 Catalog (pg. 4-5) American Culinary Federation Education Foundation
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: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently,	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
securely, and confidentially, with provision for secure backup	
vii. Documentation of the institution's policies and/or practices for the release of student records	AY 2024-2025 Catalog Personal/Social Counseling Services (pg. 10) AY 2024-2025 Catalog Official Transcripts (pg. 27) AY 2024-2025 Catalog Appendix L: Annual Notification of Student Rights Under the Family Educational Rights and Privacy Act (FERPA) (pg. 290) AY 2023-2024 Student Handbook, Family Educational Rights and Privacy Act (FERPA) (pg. 37) AY 2023-2024 Student Handbook, Personal/Social Counseling Services (pg. 10) AY 2023-2024 Academic Advising Handbook, Family Educational Rights and Privacy Act (pgs. 13-14)
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	AY 2023-2024 Curriculum Manual, pgs. 10-12
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> Findings from any audits and program/other review activities by the U.S. Department of Education (ED) 	Letter: Approval to Participate in the Federal Student Financial Aid Programs (January 27, 2021) Program Review Report (November 8, 2021) RE: Guam Community College Program Review Response (December 7, 2021) Guam Community College Program Review Response (January 7, 2022)

Required Item	Documentation
<ul style="list-style-type: none"> Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p>See Policy on Institutional Compliance with Title IV</p>	Guam Community College Program Review Response (February 18, 2022) Final Program Review Determination (March 14, 2022) Financial Aid Program Review (April 21, 2022)
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>x. Documentation of institution's:</p> <ul style="list-style-type: none"> 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 <p>See Policy on Distance Education and on Correspondence Education</p>	Distance Education Standard Operating Procedures Student Authentication in Distance Education Student Privacy in Distance Education AY 2024-2025 Catalog Appendix L: Annual Notification of Student Rights Under the Family Educational Rights and Privacy Act (FERPA) (pg. 290)
REQUIRED ONLY IF APPLICABLE	
<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	AY 2024-2025 College Catalog Explanation of course numbering (pg. 156)
<p>xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	Policy 350 (Prior Learning Assessment)

Required Item	Documentation
	AY 2024-2025 College Catalog, Credit for Prior Learning (CPL), pgs. 24-25 AY 2024-2025 College Catalog, Credit-by-Examination (CBE), pgs. 23-27
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Contract for Wellness Counseling Services with WestCare
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Board Policy 500 (Guam Community College Student Handbook) AY 2023-2024 Student Handbook, Student Code of Conduct, pg. 8 Board Policy 161 (Diversity, Equity, and Inclusion)

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	FT Faculty Job Specifications Administrative Directive 95-001 Staff Performance Evaluation DOA Merit Bonus Information and Instructions Adjunct Standard Operating Procedures Effective Spring 2024 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam

	<u>Community College Board of Trustees 2023-2029</u> <u>Personnel Rules & Regulations- Classified Services Employees</u> <u>Guam Community College Staff/Administrator Development Program Procedures</u> <u>Guam Community College Professional Development Initiatives Committee Standard Operating Procedures AY 2023-2024</u> <u>Family Medical Leave Act (FMLA) – GCC Procedure</u> <u>GCC Leave Sharing Procedure</u> <u>GCC Email Accounts</u> <u>Board Policy 171 (Violence Prevention in the Workplace)</u> <u>Board Policy 175 (GCC as a Tobacco Product, Electronic, Cigarette and Betelnut-Free Campus)</u> <u>Board Policy 172 (Pandemic Response Plan)</u> <u>Board Policy 410 (Standards of Conduct Regarding Drugs and Alcohol)</u> <u>Board Policy 161 (Diversity, Equity, and Inclusion)</u> <u>Board Policy 185 (Sexual Harassment and Sexual Discrimination Prevention)</u> <u>Guam Community College Code of Ethics BOT Resolution 6-2008</u> <u>Board Policy 470 (Guam Community College Code of Ethics)</u>
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	Board Policy 192 (Recruitment) Board Policy 199 (Social Media Policy) Board Policy 160 (Affirmative Action) Board Policy 165 (Compliance with the Americans with Disabilities Act) Political Activity Restrictions Guam Community College Standard Operating Procedures – Determining Acceptance of Educational Diplomas, Degrees or Certificates Political Activity Law Memo (4GCA, Chapter 5)
ii. Employee handbooks or similar documents that communicate expectations to employees	Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029 Personnel Rules and Regulations for Classified Service Employees 2023-2024 Adjunct Faculty Handbook
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	FY 2023 Financial Highlights FY 2023 Compliance & Internal Control FY 2023 Financial Statement FY 2023 Management Letter FY 2023 Communication with Governance FY 2022 Financial Highlights FY 2022 Compliance & Internal Control

	FY 2022 Financial Statement FY 2022 Management Letter FY 2021 Financial Highlights FY 2021 Compliance & Internal Control FY 2021 Financial Statement FY 2021 Management Letter FY 2021 Financial Highlights
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	FY 2025 GovGuam & NAF Budget Preparation Strategic Resource Plan (2023-2027)
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	Board Policy 200 (Fiduciary Responsibility) Board Policy 204 (Audits) Board Policy 208 (Authorized Signatories for Bank Transactions) Board Policy 209 (Authorized Signatories for Bank Transactions: Wire & Credit Card Payment Transactions) Board Policy 212 (Non-Appropriated Funds Account) Board Policy 214 (The Pricing of Contracts for Services) Board Policy 216 (Promotional and Development Account) Board Policy 220 (Capital Projects Fund) Board Policy 224 (Student Activity Funds)

	Board Policy 228 (Procurement Policy) Board Policy 232 (Contractual Agreements) Board Policy 236 (Tuition and Fees) Board Policy 240 (Student Financial Aid)
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	Board Policy 197 (Online Policy) Board Policy 196 (Digital Resources Policy) Administrative Directive 2006-01 Guam Community College Email Account Policy Guam Community College Online Policy and Procedures Standard Operating Procedure for Xerox Copy Services Board Policy 191 (Data Breach Response Policy)
FOR TITLE IV PARTICIPANTS:	
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	Not applicable.
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	Not applicable.

ix. Written code of professional ethics for all personnel including consequences for violations	The Guam Community College Code of Ethics BOT Resolution 6-2008 Board Policy 470 (The Guam Community College Code of Ethics)
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Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	Board Policy 455 (Selection of President) Guam Community College Board of Trustees Membership Handbook (updated October 2023)
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	Guam Community College Board of Trustees Membership Handbook (updated October 2023)
iii. Governing board policies/procedures/bylaws related to Board Ethics	Guam Community College Board of Trustees Membership Handbook (updated October 2023) – Code of Ethics and Conduct, p. 10-11 Board Policy 115 (Code of Trustee Ethics and Conduct)
iv. Governing board policies/procedures/bylaws related to conflict of interest	Board Policy 115 (Code of Trustee Ethics and Conduct) Guam Community College Board of Trustees Membership Handbook (updated October 2023) – Code of Ethics and Conduct, p. 10-11

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
<p>i. Documentation of the institution's appropriate and timely 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</p> <p>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</p>	<p>ACCJC Third Party Comment Announcement</p> <p>ACCJC Third Party Comment GCC Website</p>
<p>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</p> <p>See Policy on Representation of Accredited Status</p>	<p>Accreditation</p>

Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Back cover of the catalog
Educational Mission	General Information (Mission Statement), pg. 4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	General Information (Accreditation), pg. 4

Course, Program, and Degree Offerings	<p>Courses, pgs. 155-242</p> <p>Certificate Programs, pg. 53-77</p> <p>Associate Programs, pg. 78-149</p> <p>Bachelor's Degree, pgs. 150-154</p>
Student Learning Outcomes of Programs and Degrees	<p>Certificate Programs, pgs. 53-77</p> <p>Associate Degree Programs, pgs. 78-149</p> <p>Bachelor's Degree, pgs. 150-154</p>
Academic Calendar and Program Length	<p>Academic Calendar, pg. 7</p> <p>Certificate Program length, pg. 55</p> <p>Associate Degree Programs length, pg. 81</p> <p>Bachelor of Science Degree Program length, pg. 152</p>
Academic Freedom Statement	Appendix K (Academic Freedom-Board Policy 460), pg. 289
Available Student Financial Aid	Types of Financial Aid, pgs. 36-37
Available Learning Resources	Educational Resources, pg. 14
Names and Degrees of Administrators and Faculty	Guam Community College Administrators & Faculty, pgs. 245-254
Names of Governing Board Members	Governing Board & Administration, pg. 244
Requirements	
Admissions	Admissions Information, pgs. 16-20
Student Tuition, Fees, and Other Financial Obligations	Tuition, Fees, Payment, & Financial Assistance, pgs. 33-38

Degrees, Certificates, Graduation and Transfer	<p>Transfer, pgs. 17-20</p> <p>Transferring of Credits from Postsecondary Institutions, pgs. 22-25</p> <p>Certificate Programs, pg. 53-77</p> <p>Associate Degree Programs, pgs. 78-149</p> <p>Bachelor of Science Degree Program, pgs. 150-154</p>
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Academic Integrity, pgs. 5-6
Nondiscrimination	Non-discrimination Policy, pg. 5
Acceptance and Transfer of Credits	<p>Transfer, pgs. 17-20</p> <p>Transferring of Credits from Postsecondary Institutions, pgs. 22-25</p> <p>Appendix A: Pacific Postsecondary Education Council (PPEC) Statement on Transfer and Articulation of Courses and Programs, pg. 256</p> <p>Appendix B: Articulation Agreement with the University of Guam, pgs. 257-268</p> <p>Appendix C: Articulation Agreement with Chaminade University of Honolulu (CUH), pgs. 269-274</p> <p>Appendix D: Articulation Agreement with Bellevue University, pgs. 275-277</p> <p>Appendix E: Articulation Agreement with University of Alaska Fairbanks, pgs. 278-279</p> <p>Appendix F: Articulation Agreement with Grand Canyon University, pgs. 280-283</p>

	<p>Appendix G: Articulation Agreement with the University of Hawaii at Manoa (UHM), pgs. 284-285</p> <p>Appendix H: Articulation Agreements with Other Institutions and Organizations, pg. 286</p>
Transcripts	<p>Misrepresentation or Falsification of Academic Records, pg. 6</p> <p>Transcripts and Transfer Credit Evaluation, pg. 17-18</p> <p>Transfer of Credits from Postsecondary Institutions, pgs. 22-25</p> <p>Official Transcripts, pg. 26</p> <p>Official Transcript Requests, pg. 33-34</p> <p>Returned Check Policy, pgs. 35-36</p> <p>Adult High School Diploma Requirements, pg. 41</p>
Grievance and Complaint Procedures	<p>Student Rights Advocacy, pg. 9</p> <p>Student Complaint Procedure, pgs. 12-13</p> <p>Grading, pg. 26-27</p> <p>Appeals, pg. 28</p>
Sexual Harassment	<p>Sexual Harassment Prevention Policy, pg. 6</p> <p>Student Complaint Procedure, pgs. 12-13</p>

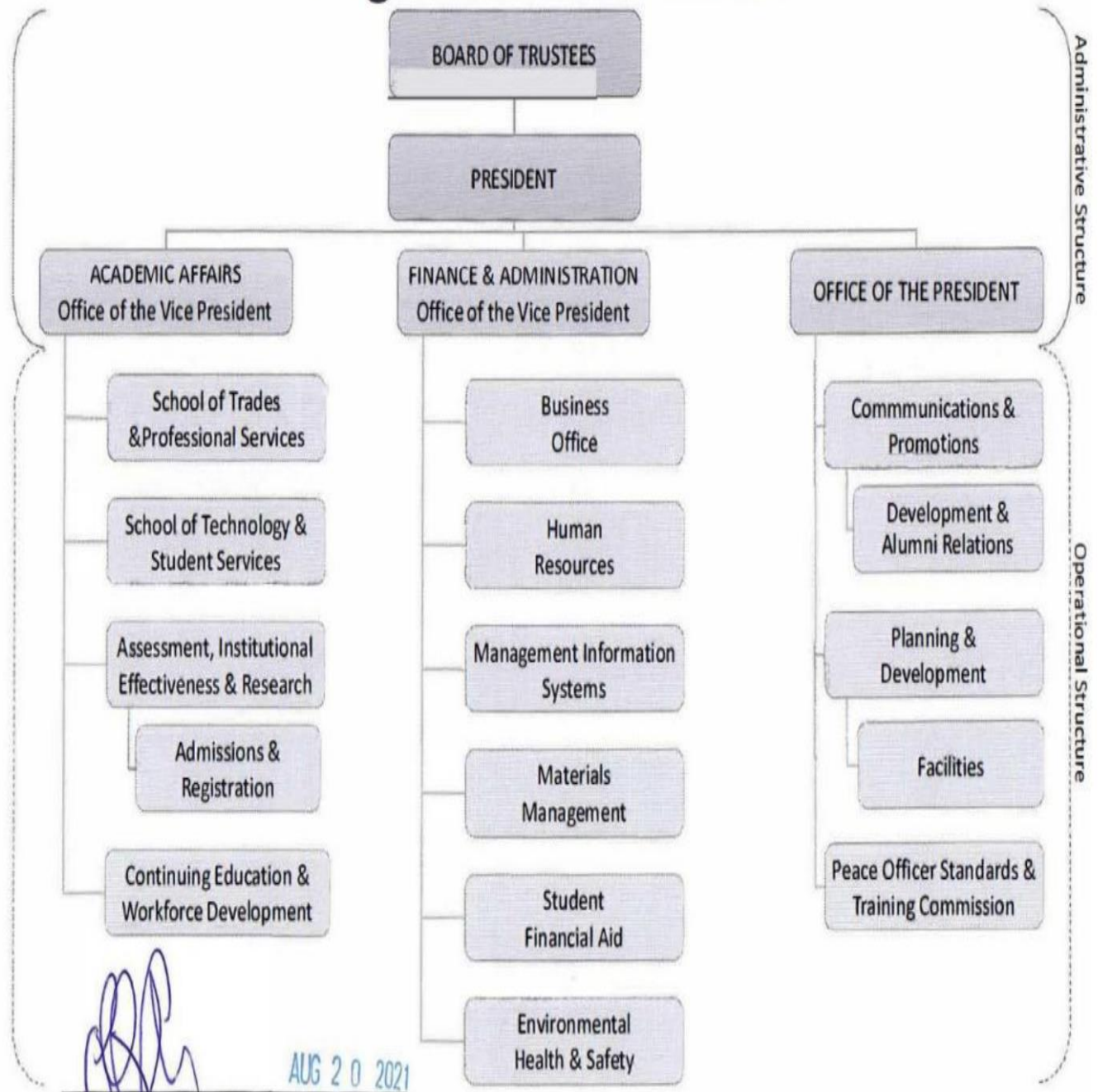
Refund of Fees	<p>Credit by Examination Fees, pg. 23-24</p> <p>Library Fee, pg. 33</p> <p>Late Fee, pg. 33</p> <p>Application for Graduation for Degree, Certificate, or Diploma, pg. 33</p> <p>Tuition and Fee Refund Policy, pgs. 34-36</p> <p>Student Called to Military Service, pg. 35</p>
Locations or Publications Where Other Policies May be Found	
	GCC Website: GCC General Board Policies
	Student Handbook (2023-2024)
	Adjunct Faculty Handbook (2023-2024)
	Curriculum Manual (2023-2024)
	Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2023-2029
	Distance Education Strategic Plan (DESP 2023-2028)
	GCC Assessment Handbook (2023-2028)
	Workforce Advisory Committee Handbook (2023-2024)
	18th Annual Institutional Assessment Report (AIAR)
	Participatory Governance Structure Handbook (2023-2024)



ORGANIZATIONAL CHART

February 19, 2024

Guam Community College Organizational Chart

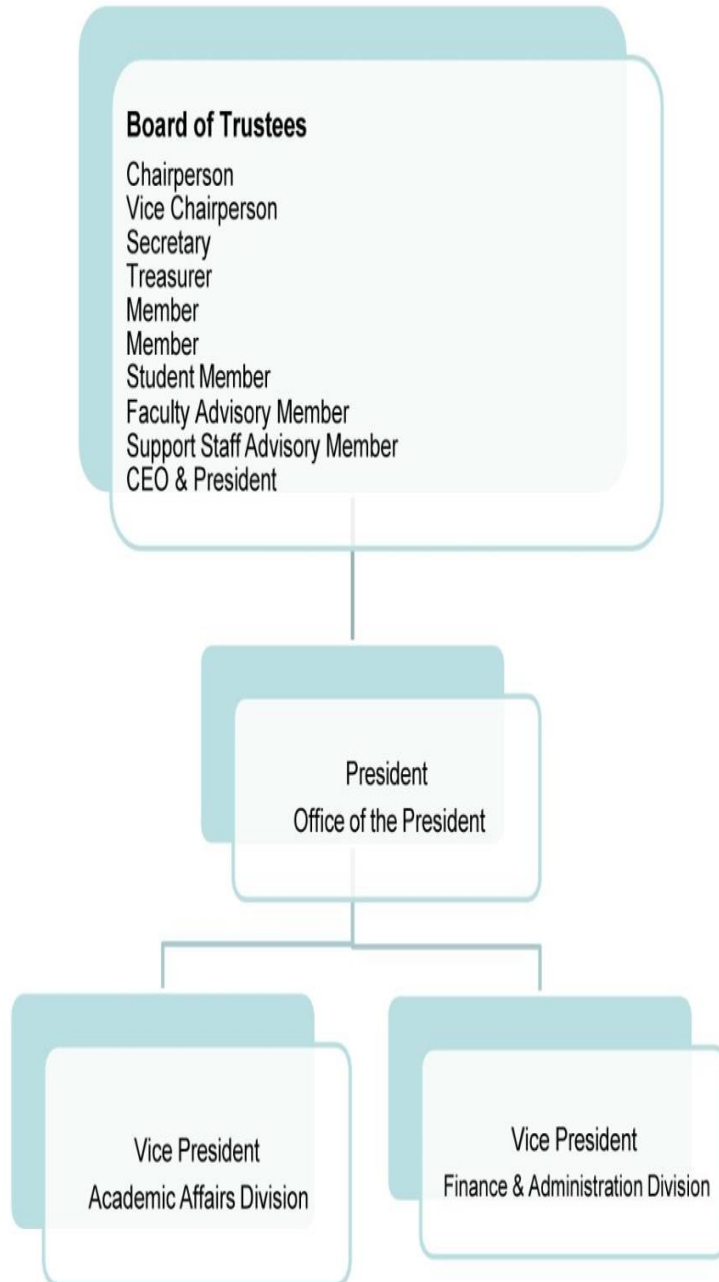


Frank P. Arriola, Chairperson

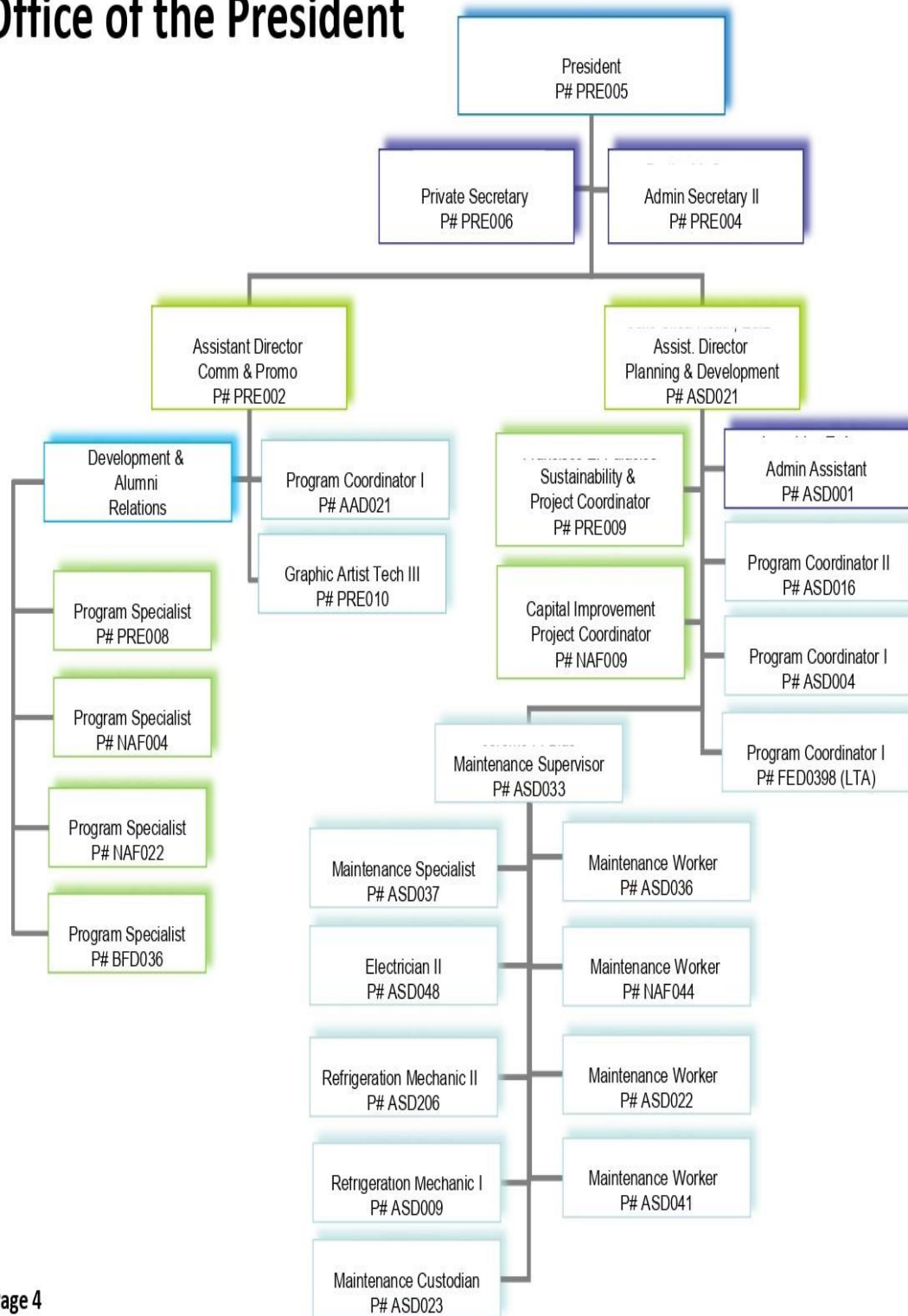
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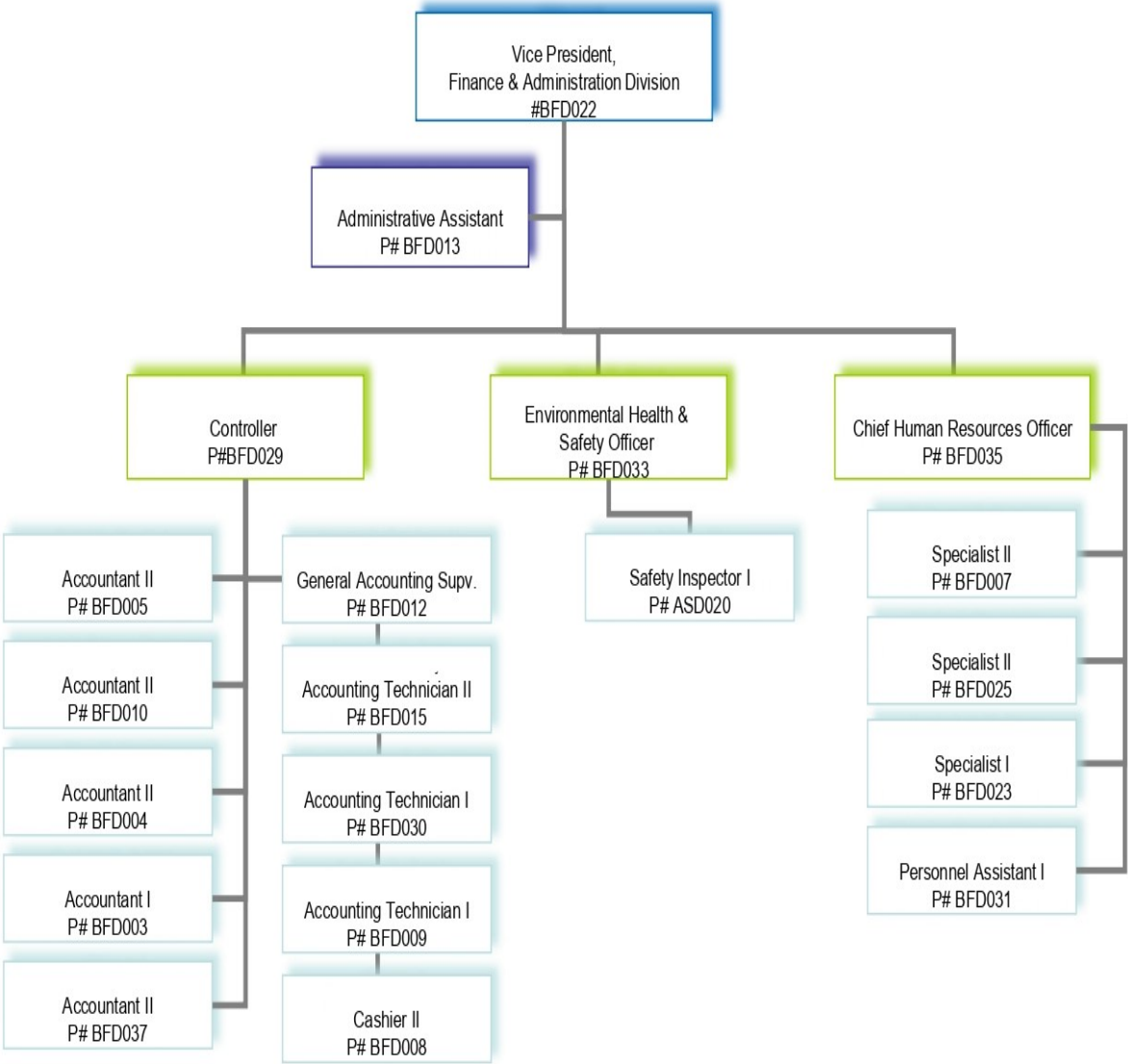
BOT & Office of the President



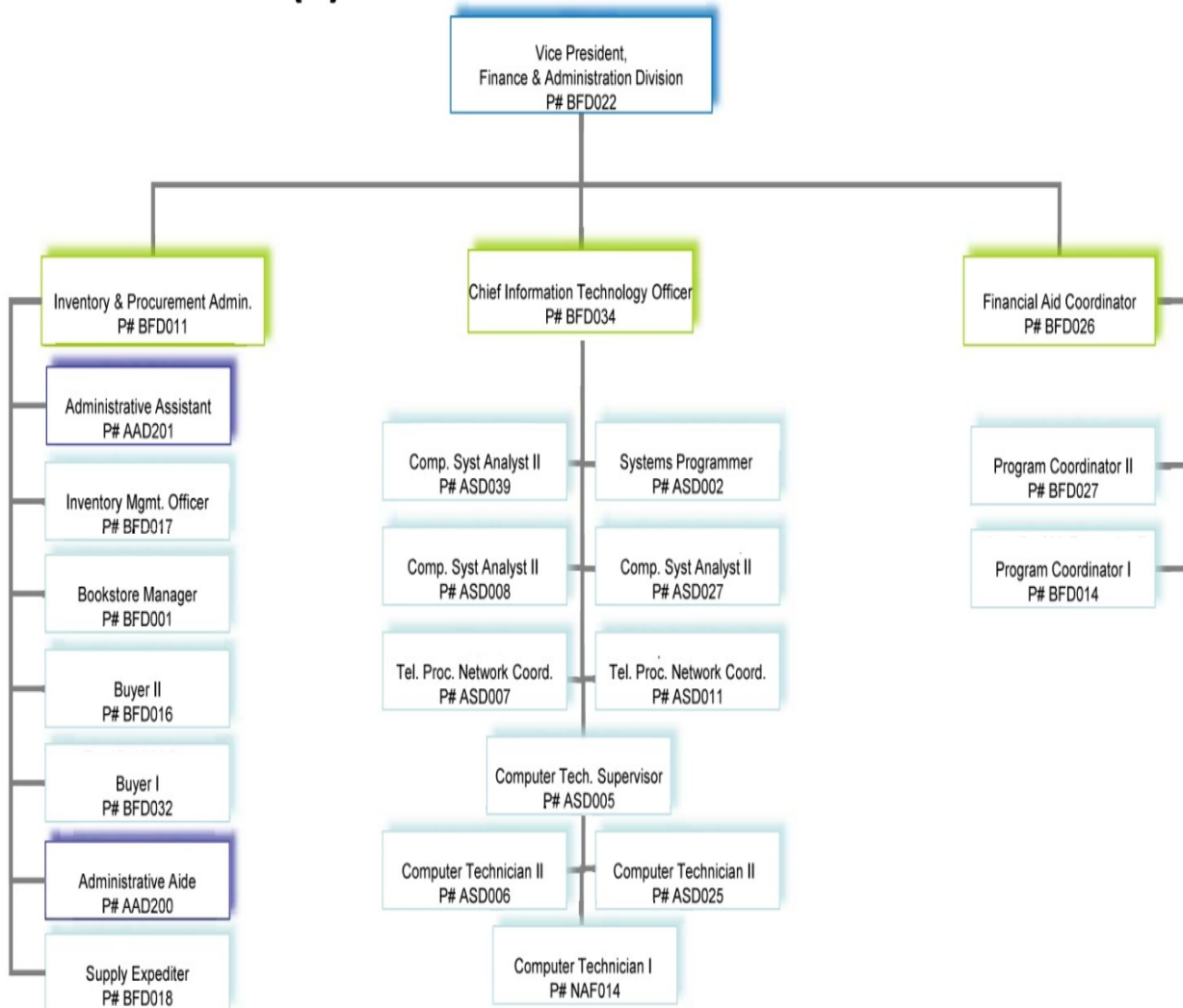
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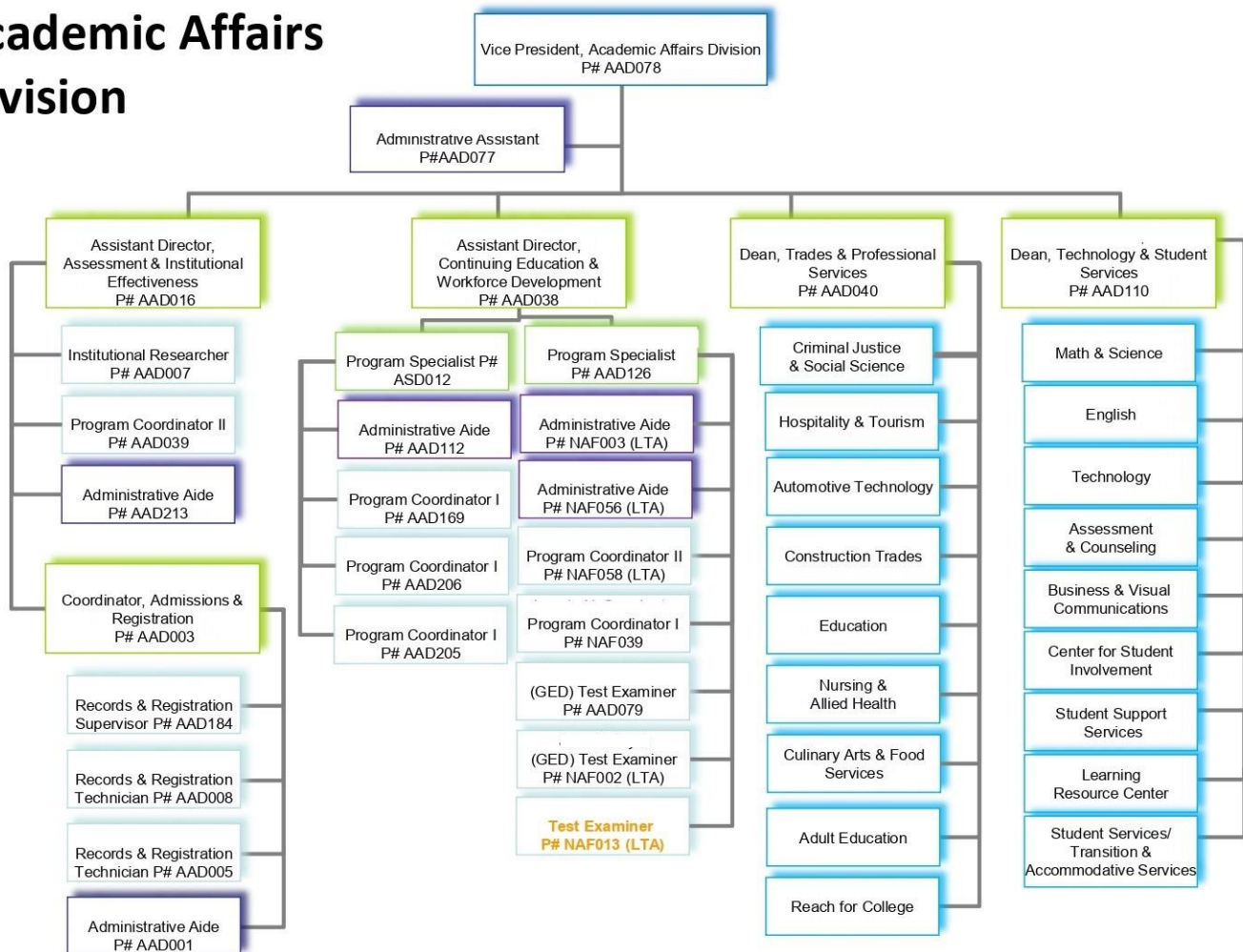
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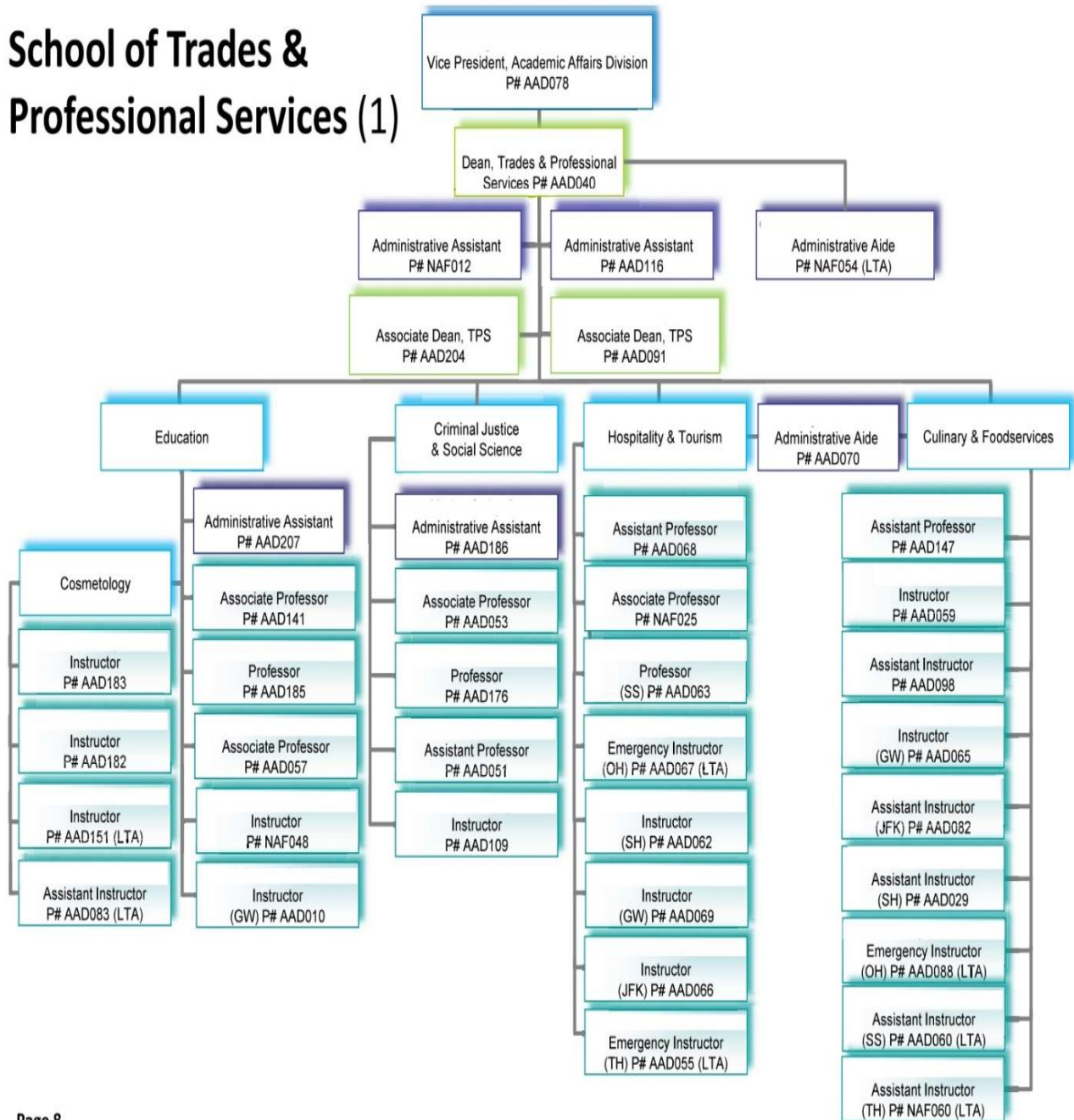
Finance & Administration (2)



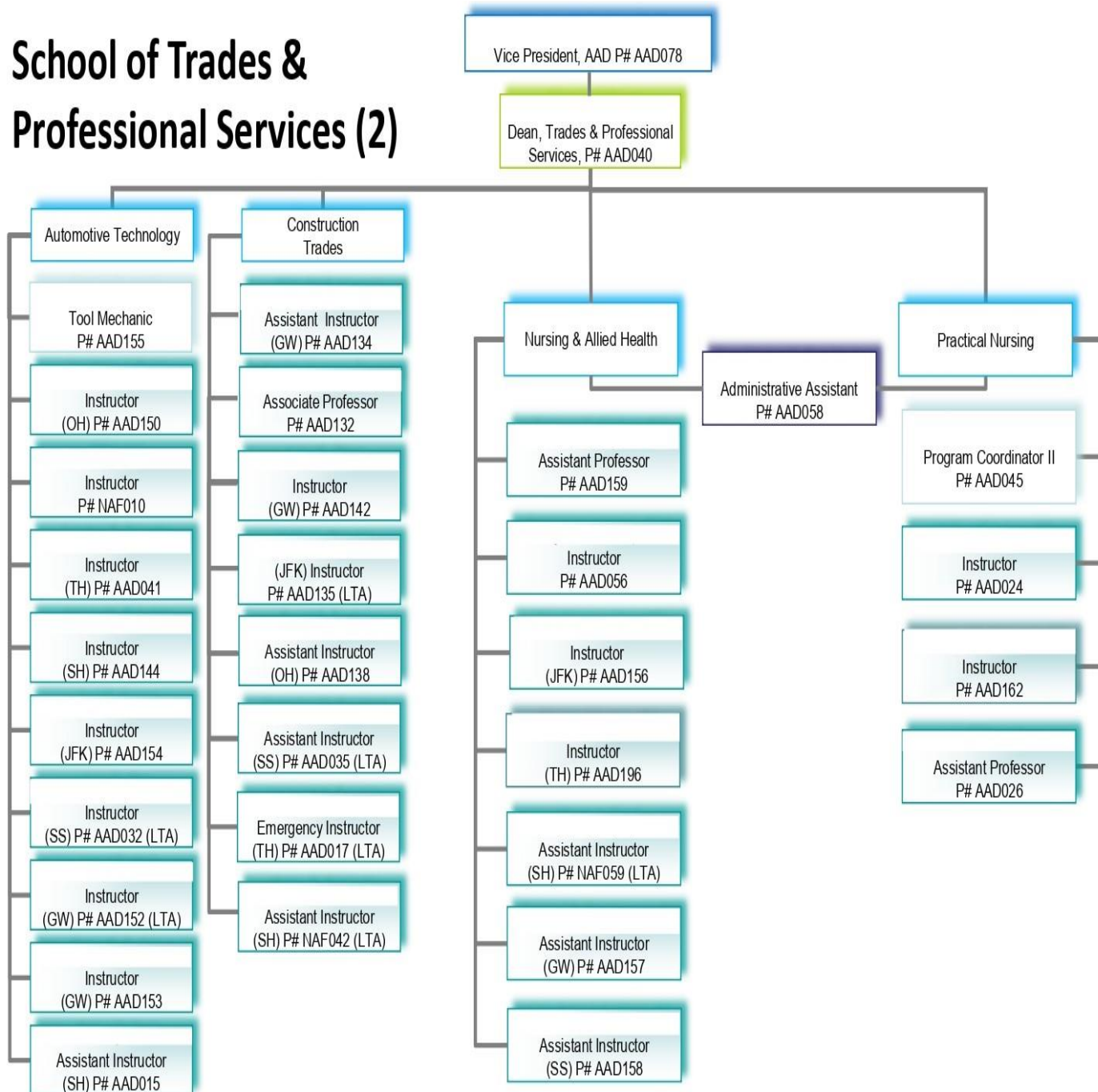
Academic Affairs Division



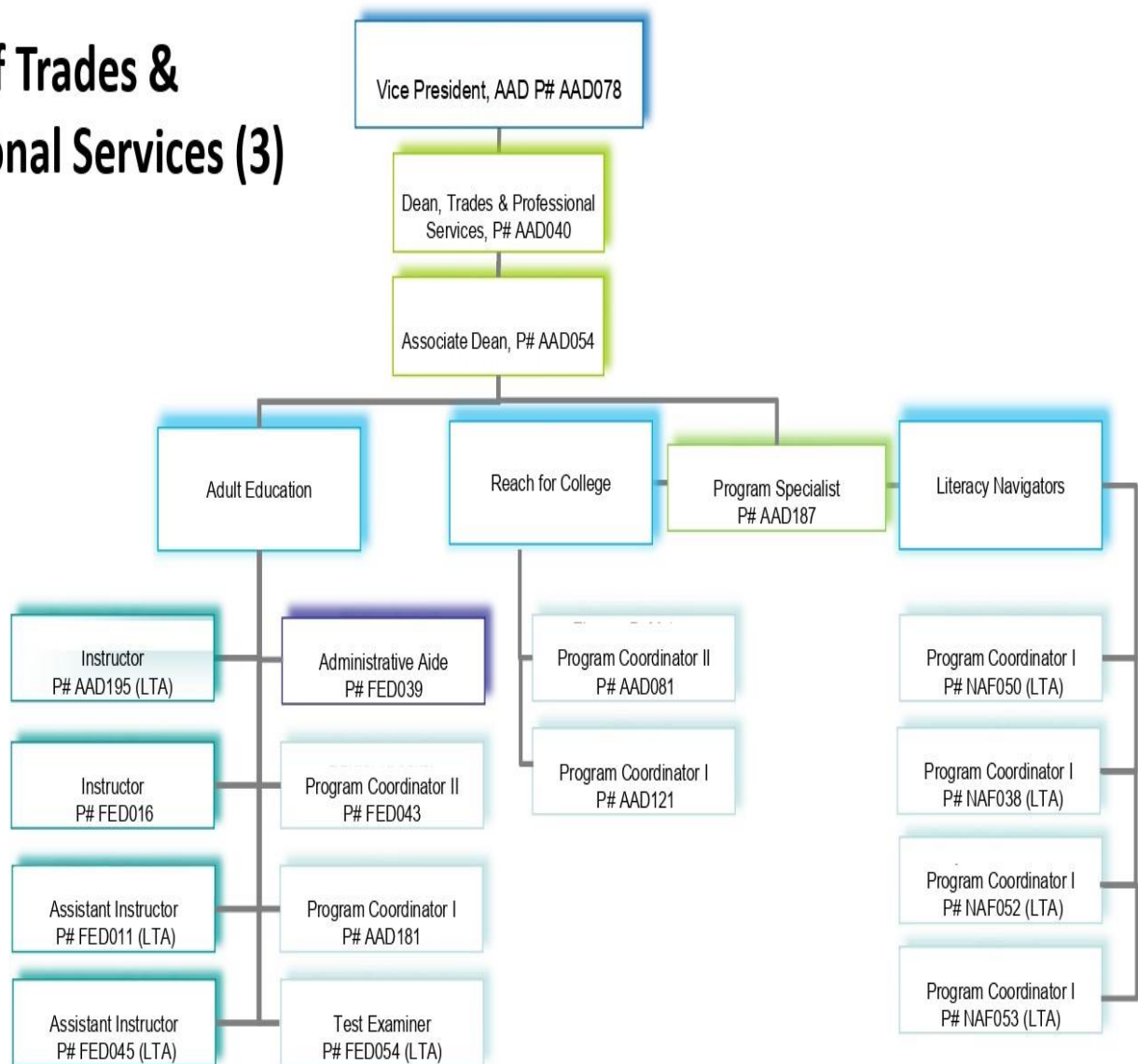
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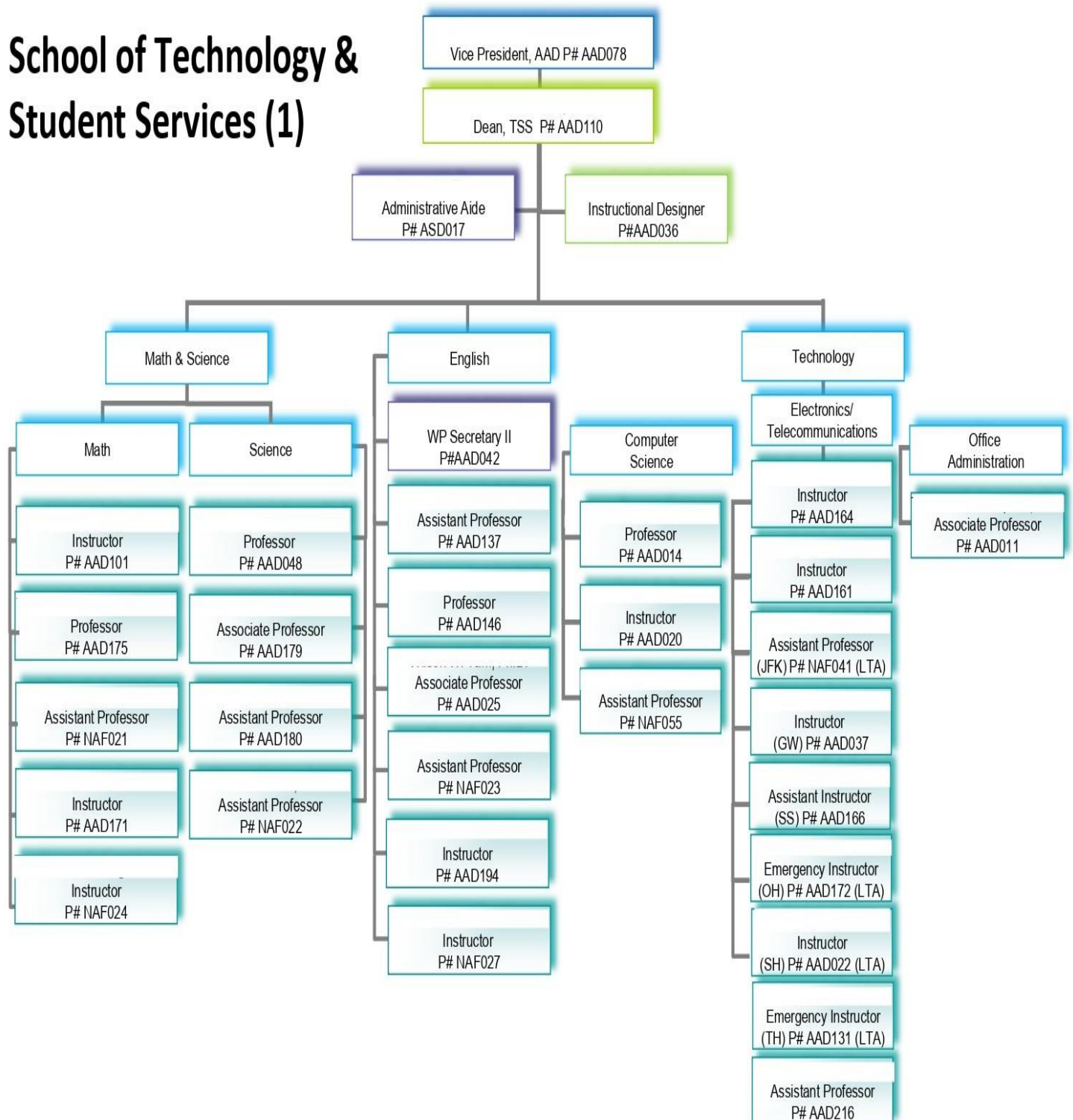
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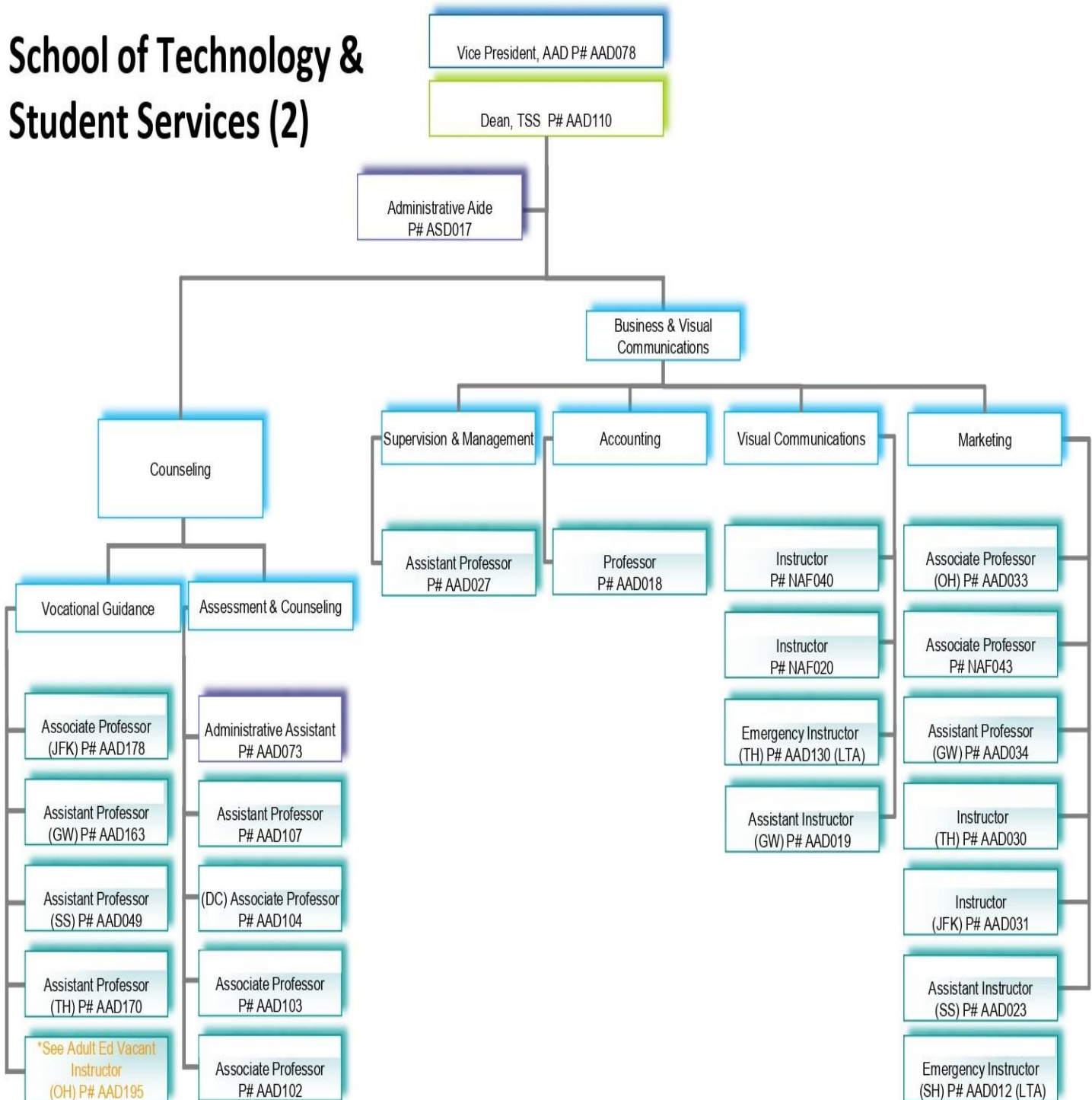
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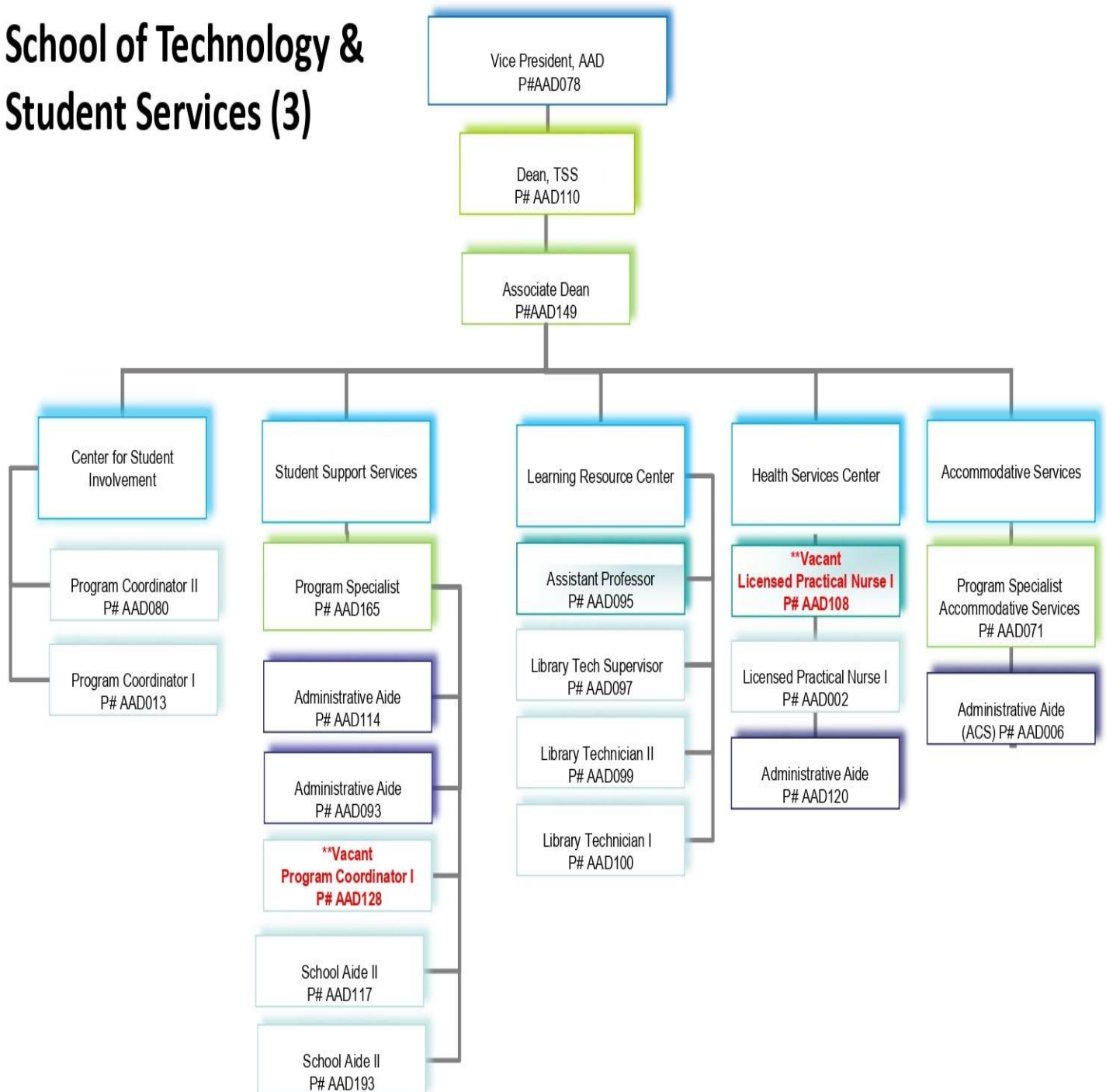
School of Technology & Student Services (1)



School of Technology & Student Services (2)



School of Technology & Student Services (3)



Guam Community College is a leader
in career and technical workforce
development, providing the highest
quality, student-centered education
and job training for Micronesia.



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