2024
INSTITUTIONAL SELF-EVALUATION REPORT

FOR REAFFIRMATION OF ACCREDITATION

GCC
GUAM COMMUNITY COLLEGE

Introduction: Institutional Context

Unique by its mandate, Guam Community College (GCC) was established in 1977 by 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. Additionally, GCC 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, however; GCC's impact can be seen in the 14,796 students it served in different capacities in 2022.

In Fall 2022, a total of 1,730 students were enrolled in GCC's postsecondary programs. These postsecondary programs include one bachelor's degree program, 24 associate degree programs, and 17 certificate programs.

GCC, in conjunction with public and private sector employers, also offers an apprenticeship program registered with the U.S. Department of Labor. Three hundred seventy-six apprentices were participants of this program in Fall 2022.

High school 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 over 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. Six hundred thirty-two high school students benefited from the DEAL program in Fall 2022.

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), 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 (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 been in 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 immediately shut down, and GCC faculty pivoted to online instruction. To help ease the sudden transition, GCC loaned 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 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. The current guide to action, 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:

- "Building Leadership Capacity in CTE in the Pacific Region: Successes, Challenges, and Opportunities," a CTE summit hosted by GCC held in February 2019 that brought

together regional institutions focused on workforce development
- The GCC Leadership Dinner held in December 2019 at the Westin Resort Guam, during which industry leaders heard from GCC's president, Dr. Mary Okada, about the College's Institutional Strategic Master Plan (ISMP 2014-2020) and shared industry challenges and professional insights
- The Workforce Opportunities Reimagined Conference (WORC) held in September 2020 and its November 2020 successor, WORC 2, which brought together local leaders to identify and identify how to mitigate the negative impacts of COVID-19 on the island's workforce

Because of collaborative efforts like these, GCC has 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 designed and executed 13 work-ready boot camps in 2021, an increase from four in previous years. Currently, the success of this direct training approach has resulted in 17 boot camps at various stages of design to address industry needs.

To address chronic teacher shortages in the workforce of Micronesia, GCC developed its Bachelor of Science in Career and Technical Education (BS CTE) 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 ACCJC in January of 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: The approval of GCC's Associate of Science degree program in Practical Nursing by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Guam Board of Nurse Examiners (GBNE). First offered to students in Fall 2019, the associate program replaced the College's certificate program in Practical Nursing.
- Summer 2019: The completion of a Construction Trades Boot Camp at the College of the Marshall Islands led by GCC instructors. All 25 participants successfully completed the boot camp, significantly strengthening the workforce of Micronesia.
- January 2020: The 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 the completion of 14 Certified Paramedics.
- September 2022: The launch of GCC's first Apprenticeship Boot Camp 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, starting from the moment they become a GCC student.

GCC's progress in this goal can be seen in the following examples:

- In 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.
- In December 2019, GCC and the University of Guam (UOG) signed a Memorandum of Agreement establishing a "Cooperative 2+2" degree program in Computer Science. This allows students pursuing a degree in Computer Science to first complete their associate degree at GCC before completing two more years at UOG for their bachelor's degree.
- GCC also revisited its math and English placement requirements in an effort to support student-centered success. In Fall 2020, GCC started 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 without having to take the placement exam.
- 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 their pursuit of their degree and responds to the needs of students who are already working professionals.

These efforts, in addition to the new or improved program and certification offerings mentioned under ISMP Goal 1, have all been in pursuit of new avenues for student success.

GCC's progress in pursuing 100% student-centered success was recognized in AY20-21, 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 Boot Camps.

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 managers, support staff, faculty, students, and industry partners in envisioning the way forward.

The formal planning process kicked off on August 13, 2018 during the 2018 Fall Convocation, followed by several brainstorming sessions with key leaders of the College. On November 6, 2018, during the 2018 Fall 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 like the Distance Education Strategic Plan (DESP) 2023-2028.

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

ISMP Goal 4: Optimizing Resources

In order for GCC to keep providing the highest quality student-centered education and job training for Micronesia, it is essential that it diversifies its revenue streams and makes the most out of existing resources. Some examples of how GCC optimized its resources include the following:

- In AY18-19, GCC utilized external funding to redesign its pre-apprenticeship boot camps. The redesigned boot camps make employment and advancement the goal of each participant and ensure private-sector partners are fully engaged in designing the curriculum, screening applications, and hiring completers into their apprenticeship program
- In July 2020, 24 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 United States Department of Interior (USDOI) funding administered through the Guam State Clearinghouse. In AY21-22, a second batch of students benefited from this First-Year Free initiative with funds from USDOI through the Office of the Lieutenant Governor.

- In 2020-2021, to close the chasm between available jobs and the skillsets of our existing workforce, GCC partnered with the Government of Guam and the private sector to identify job skills required to get people back to work. The outcome was 13 work-ready boot camps, which started and completed in FY2021, 12 in 2022, and 13 in 2023. There are currently 17 boot camps at various stages of design.
- In Summer of 2022, the College was a recipient of 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, allowing students to complete most of the application process before stepping on campus.

Providing these online avenues for students 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 (4) LEED-certified buildings and three (3) buildings that are currently being constructed 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

Projects that are still in the design or planning stage include the GCC Wellness Center and the Building 2000 100-Kilowatt Solar Power Project.

Progress in ISMP Goal 5 can easily be seen by observing the campus construction projects. Similarly, overall progress in the Institutional Strategic Master Plan is easily 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.

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 the Community College Act of 1977 (codified at 17 GCA §§ 30101, et seq.) to provide secondary, postsecondary, and adult educational programs and career-technical training for the region.

To better guide the College on its journey, the GCC Board of Trustees adopted Policy 100, 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 its 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 of programs, services, and partnerships. These programs include one bachelor's degree program, 24 associate degree programs, and 17 certificate programs. In addition to this, GCC also 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, 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, highlighted in its mission, can be seen 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, postsecondary internship, boot camps, and apprenticeships.

These programs and services also demonstrate the College's values; namely, those of providing quality education and ensuring student-centered success. These values are stated in the College's mission and are reflected in the participatory culture of the College, the efforts of its stakeholders in being a positive force in the community, and the College's approach to achieving student success.

The College's student-centered approach, a prominent facet of the College's mission, has informed its progress toward equitable educational opportunities and outcomes. On February 20, 2023, the GCC Board of Trustees adopted Policy 161, 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. Volume 18 of the GCC Fact Book 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 declares the College's purpose and drives its progress. The 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 website, the College catalog, Fact Book, and other GCC official publications. The ubiquity of the mission statement signals to all who visit the GCC campus and satellite locations that the mission is central to the College's every operation.

Standard 1.2
The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Meaningful and ambitious goals serve GCC as guides toward the realization of its mission. It was therefore necessary for the College to work as a whole on the revision of the Institutional Strategic Master Plan (ISMP), which summarizes the College's ambitions for the foreseeable future. The current ISMP spans from 2020-2026 and is 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 inform the revision of the ISMP but also to inform the path forward for every participant.

The formal ISMP revision process involved all stakeholders. It began during the 2018 Fall Convocation entitled, "Beyond Accreditation: Strategic Thinking for 2025." 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, during the 2018 College Assembly, the core team reconvened to review feedback received during the convocation. To maximize stakeholder input, GCC opened the doors for students and industry partners to contribute. Student focus groups were held on December 14, 2018 and January 18, 2019, and the Industry Partners' Forum was held on January 24, 2019.

As a result of this collaboration, the current Institutional Strategic Master Plan, approved by GCC's Board of Trustees on October 4, 2019, reflects the voices and contributions of all stakeholders (ISMP 2020-2026). The document serves as the College's compass in its mission to provide the highest quality, student-centered education and job training for Micronesia.

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 imbedded in the College's assessment and budget request 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. Because of this, 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)
- Institutional Learning Outcomes (ILOs)
- Budget program review goal (PRG)
- Division level budget program review goal

- School level budget program review goal

Board Policy 306 is the institutional mandate that fuels all campus-wide assessment activities. Through this policy, the GCC board 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 they carry out assessment activities. 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 assessment cycle 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. It 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 the disaggregated data gathered from the evaluation so that they can make informed decisions for instructional

improvement. The IDEA survey is one way that students can participate in the active improvement of their learning environment. (Link evidence of IDEA survey samples)

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 & 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 Program (DEAL), a program that allows high school students age 16 or older the ability to be dual-enrolled in credit-bearing college Math and English courses.

The disaggregated data of students who have participated in the above programs is published by the College in the Gateways Report. 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

Assessment of degree programs are a recent addition to the College's assessment cycle. Negotiations between faculty and the Board of Trustees in AY22-23 resulted in the implementation of a comprehensive program review during the assessment cycle. Prior to this agreement, which was implemented in Fall 2023, comprehensive program review had only been conducted to address specific concerns, such as decreased program enrollment or licensure passing rates.

AIER responded to this new implementation by developing a program review template and providing data sets on the Nuventive Improvement Platform for faculty use. The data sets include disaggregated data on student gender, ethnicity, age, as well as program and course.

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 put into place to ensure that institutional spending and changes are 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 to support student needs
- The conversion of the Certificate in Practical Nursing into an Associate Degree in Practical Nursing, approved by ACCJC in 2019 (link for approval) after a 2017 program review (link to program review)

Assessment results also heavily influenced budget development. The College's FY2025 Government of Guam and Non-Appropriated Fund (NAF) Budget Preparation guidelines specifically require the integration of program review in the budget and planning process. The results of program reviews help determine budget development by highlighting areas of need and/or surplus.

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 from the American Culinary Federation Education Foundation Accrediting Commission in 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 the program expansion. With funds from the U.S. Department of Interior, both goals were accomplished, demonstrating to the community that the College responds to the needs of its students and island.

Identifying areas of need is only half of the challenge. Thoughtful and effective planning must also take place to ensure proper resource allocation, innovation, and quality improvement. While

all employees are vital in this endeavor, certain groups of employees are officially involved in institutional planning:

- The Resource Planning and Facilities (RPF) committee is the forum for discussion of any available or needed resources and facility issues or concerns. Among other tasks, this committee reviews the Physical Campus Master Plan and recommends priority capital improvement projects for the College.

- The primary function of the College Governing Council (CGC) is to make governance-related recommendations to the President of GCC and the GCC Board of Trustees.

Together, these two groups review the College's annual budget during the spring semester and submit the recommendation to the Board of Trustees for approval. (Link Approved BOT FY 2024 Budget Request)

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. On the publications page (https://guamcc.edu/Publications), the following public reports are available:

- GCC Annual Reports
- GCC Annual Security Reports
- GCC Annual Drug and Alcohol Abuse Disclosure
- The GCC American Recovery and Reinvestment Act of 2009 (ARRA) Funding Impact Report
- Information and documents pertaining to the GCC Board of Trustees, including minutes
- Information and documents pertaining to the Bachelor of Science in Career and Technical Education
- Coronavirus Aid, Relief, and Economic Security (CARES) Act Reporting
- Higher Education Emergency Relief Funds (HEERF) Reporting
- GCC Citizen-Centric Reports (CCR)
- Covid-19 Resources
- Clery Act Reports
- Financial audit reports
- Financial Information

- GCC Fact Books
- Graduate Employment Reports
- Board of Trustees Assessment Reports
- Assessment Handbooks
- President's Performance Appraisal Report
- Annual Institutional Assessment Report
- IDEA Student Ratings of Instruction Survey Report
- Institutional Strategic Master Plan (ISMP)
- Marketing Plan
- Procurement Reports
- Strategic Resource Plan

In addition to the website, GCC also utilizes several official social media accounts 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 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

Major topics covered during recent gatherings include updates on 1) the current Institutional Strategic Master Plan (ISMP), 2) the College's Institution Set Standards (ISS), and 3) the College's accreditation timeline.

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 get immediate feedback from the College's leadership in this forum.

External stakeholders are also made aware of institutional strengths and areas for improvement, especially via committee meetings that discuss the development and/or revision of instructional programs and courses.

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 align with its mission 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. GCC offers one bachelor degree program, 24 associate degree programs, and 17 certificate programs to its postsecondary students. GCC is also present in the local public high schools, offering CTE programs at the six locations around the island and offering high school students a convenient and efficient path to a postsecondary degree upon 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 policies and efforts toward ensuring student success while also giving students challenging and relevant learning experiences.

Board Policy 345, the College's 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 ensures that the College evaluates its programs to determine program effectiveness and implement program improvement strategies. Continual assessment of the programs ensures that the College improves the quality of academic offerings and career and technical training in order to achieve expected learning outcomes.

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

- Board Policy 100 ensures that the College aligns all academic programs with its mission by advancing workforce development and training; responding to local and regional

occupational needs; fostering 100% Student-Centered Success; implementing innovative strategies; practicing flexibility in meeting student needs; and integrating and enhancing wraparound services.

- The Curriculum Manual 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 Outcome (SLO) Handbook is a valuable resource that provides a framework that ensures student learning outcomes are aligned with the College's mission.
- Department Advisory Meeting Minutes also serve as evidence that Department Advisory Boards are assisting faculty with the development of quality academic programs that provide students with the knowledge and training to become successful in the workforce.

The College's processes for curriculum design and development are evident in the establishment of Board Policy 340 and Board Policy 335.

Board Policy 340 is GCC's Distance Education Policy and supports the Policy on Distance Education and Correspondence Education of the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). Distance education (DE) refers to the practice of providing educational services – either instruction or support services – to students who are physically separated from the individuals providing the service, which includes the use of computer and Internet-based educational services as well as video and audio services to accomplish the instruction. The Distance Education policy provides another learning modality for GCC students in addition to the face-to-face instruction that the College provides.

Board Policy 335 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. GCC provides handbooks for Student Learning Outcomes and the Advisory Committees to assist the advisory committees.

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 GCC's academic programs reflect current industry needs and standards is a key aspect of GCC's mission. Because of this the College involves several knowledgeable parties in

the development of program curriculum and maintains a one-year assessment cycle to determine program effectiveness in attainment of learning outcomes.

The process of program curriculum development is primarily faculty-driven, though several other parties have significant involvement. Public Law 14-77 established Workforce Advisory Committees, comprised of members appointed by the Board of Trustees, for each GCC CTE program. The members meet at least twice a year to guarantee curriculum alignment with current industry needs and standards. The minutes for these meetings are included in proposed curriculum documents 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 relevant, adherence to licensing requirements, and currency with industry standards. The College has also provided useful resources for the development of curriculum:

- The GCC Curriculum Manual, reviewed annually by the Curriculum Review Committee and the Vice President for Academic Affairs, and which serves as a comprehensive guide for developing curriculum, offering relevant policies and procedures to curriculum authors
- The Student Learning Outcomes Handbook which aids curriculum authors in formulating measurable Student Learning Outcomes (SLOs)

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 address curriculum submissions. The curriculum review process overseen by the CRC is meticulously documented to provide transparency and accountability to the curriculum authors as well as the wider GCC community.

During CRC meetings, curriculum authors receive real-time feedback, enhancing efficiency of the approval process. To further streamline the curriculum review process, the CRC provides training for academic departments and curriculum authors.

The responsibility of delivering approved curricula rests primarily 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 curriculum development process emphasizes continuous assessment, monitoring, and modification to address observed gaps in student performance. The College Assessment and Curriculum Cycle Schedule 2019-2025 provides a roadmap to assessment planning and implementation, guided by Board Policy 306 Comprehensive Assessment of Instructional Programs. During the annual institution-wide assessment cycle, the GCC community collectively

explores fundamental questions, focusing on program and course SLOs. Data collection includes program completion, retention, licensing exam pass rates, and job placement rates.

The Nuventive Improvement assessment management system is the repository for these data-driven frameworks outlined in the Assessment Handbook, forming the foundation for discussions and improvements summarized in the Annual Reports and Fact Books. Regular training sessions conducted by the Committee on College Assessment (CCA) ensure that faculty are well-versed in using the Nuventive Improve assessment management system to store, manage, and analyze data.

GCC's secondary CTE program curricula also undergo curriculum reviews and are thus held to the same standard of quality as GCC's postsecondary course curricula. One unique aspect of GCC's secondary programs, however, is the Dual Credit Articulated Programs of Study (DCAPS.) Serving as a bridge from high school CTE pathways to GCC certificate or associate degree programs, DCAPS promote equal access to higher education. Since the last accreditation visit, 185 students from diverse backgrounds have successfully completed the DCAPS programs.

Equity is also supported through services offered by the college in support of its academic programs. Currently, the institution employs three postsecondary counselors and four high school career and technical education (CTE) counselors in six of the Guam Department of Education high schools. The CTE high school and postsecondary counselors play an instrumental role in providing information and resources to prepare and support CTE high school students' transition into postsecondary programs.

Both secondary and postsecondary counselors play an integral role in guiding new students through the enrollment process. Beyond providing career and transfer information, counselors engage in meaningful conversations with incoming students, ensuring active exploration of pathways aligned with their interests. This student-centric approach fosters equity **i**n their academic journey. Additionally, the Office of Accommodative Services collaborates with faculty using an Individual Education Plan (IEP) to support students with disabilities. By providing accommodations, these students have an equal opportunity for achieving the learning outcomes of a course and attaining their educational goals.

Academic advising, described in the Nature of Work for Instructional Faculty found in the Agreement Between the Guam Community College Faculty Union and the College Board of Trustees, is an essential facet of faculty responsibilities. The Academic Advisement Handbook outlines the goals, outcomes, and expectations for both advisors and advisees. In an effort to remove the obstacles to student completion and success, the Guam Community College has implemented the Ellucian Degree Works system to help students design and complete their education plans in a timely manner. An online advising tool, Degree Works helps students monitor their progress toward degree completion. Degree Works matches GCC's degree requirements to the coursework students completed or have in progress.

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 2020-21, 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" (2019-20 Catalog, 97). Since then, the general education program has been reorganized to include three overarching scopes which the aforementioned subjects are categorized: "Skills for and Application of Lifelong Learning," "Broad Comprehension of the Development of Knowledge, Practice and Interpretation," and "Preparation for and Acceptance of Responsible Participation in Civil Society" (2020-21 Catalog, 84-85). 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. This categorization reflects the College's understanding of the shifts in relevance of these academic disciplines, which in turn will inform how these disciplines are taught to students.

The General Education program requires 19 to 21 credits for the associate degree programs, encompassing key areas such as Freshman Composition, Mathematics, Literacy for Life Skills, Natural & Physical Science, Social & Behavioral Science, and Humanities and Fine Arts. GCC's dedication to realizing the ideals espoused in its Diversity, Equity, and Inclusion Policy 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.

GCC has cultivated articulation agreements with 16 other postsecondary institutions (2023-24 Catalog, 275), showcasing a commitment to both geographic diversity and a broad scope of educational partnerships. This network spans eight countries and includes four U.S. states. Notably, GCC has established agreements with well-regarded 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 254 students having transferred within the current accreditation cycle (2022-2023 Fact Book, p. 18). The GCC's articulation agreement with UOG currently allows for 29 general education courses to transfer (2023-24 Catalog, 254-261). This agreement shapes GCC's general education requirements and ensures continuity for students progressing from GCC to UOG.

In the academic year 2020-21, GCC implemented its first Bachelor of Science in Career and Technical Education (BSCTE) degree program. A significant milestone in the College's curricular evolution, this program, being a Bachelor level program, naturally implies robust General Education requirements for students— 37-38 general education credits—compared to the 19 to 20-credit minimum for the Associates programs (2023-24 Catalog, 149-150). 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 GCC's website, the College catalog, and social media platforms.

The GCC website provides the public with access to admissions information, including tuition and fees, information about financial aid and scholarships, and other useful items. Additionally, it provides information specific to veterans and military students. Also available is information on GCC's academic programs, including course descriptions, the academic calendar, and a link to the College catalog. Under Student Life, GCC 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, the Learning Resource Center, Health Services Center, Student Support Services, accommodative services, and others. The About Us tab provides information on the college mission, history, campus directory, contact information, accreditation, departments and offices, and publications.

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

The catalog is available on the public website and can be accessed by clicking on the "Academics" tab. The catalog contains information on program offerings, credit requirements, individual programs and courses, transfer, as well as student learning outcomes (SLOs). In order to ensure the accuracy of information contained in the catalog, the catalog is reviewed and updated every year. 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. The website is regularly reviewed by a web committee that oversees the layout, design, and content of the website through consultations with students, faculty, and administrators. The Assistant Director of Communications and Promotions and the college's graphic artist oversees this process.

The Office of Communications and Promotions (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., fliers, 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 GCC college community and any media with logos from the GCC logo system must be emailed to gcc.pio@guamcc.edu for review and approval prior to distribution or posting.

The OCP Standard Operating Procedures 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.

GCC also uses Facebook, Twitter, Linkedin, Instagram and Youtube to share information about the college. All of these accounts are linked to the college's main website home page and on the MyGCC home page. Board Policy199-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 <u>consumer disclosure</u> page which makes links to all information needed for student success easily accessible, clear, and concise. It is designed as a quick reference tool for school personnel, prospective students and their families, and other consumers.

<u>Standard 2.5</u>

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 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 to determine the most convenient days and time for classes to meet. In addition to the survey, faculty are encouraged to conduct degree audits to assist student(s) by identifying courses that are needed to facilitate program completion.

The college recognizes the important role advisors play in ensuring that students graduate in a timely manner. The college's Academic Advising Handbook is intended to assist advisors in their ongoing efforts to guide, advise, and retain students as they complete their program of study. In addition, advisor training is provided by the Assessment and Counseling Department twice a semester. The importance of advisement is embedded in the following academic advisement mission statement, which is found in the handbook:

> The Guam Community College's Academic Advising Program supports the college's mission and institutional outcomes in providing students with resources for life-long learning. The program advocates for inclusion and multiculturalism, providing equitable access to resources and facilities. The student-centered program plays a critical role in the development of students' educational and career plans consistent with their personal values, goals, and interests. Through the collaborative relationship with students, academic advisors assist students with crafting and implementing educational and career plans using resources that support student persistence and success.

To strengthen academic advisement, GCC launched Ellucian Degree Works in October 2019 to help students monitor their academic progress. 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 timely program completion. By mapping out the required courses for program completion, students are more likely to stay on course for timely completion of their degree or certificate program.

The College assesses its efforts in this regard via data analysis. Specifically, it looks at its graduation rate (first-time, full-time degree/certificate-seeking students in the fall semester who graduate within three years if enrolled in an associate's degree program or within one and a half years if enrolled in a certificate program), job placement rate, degree completions, certificate completion, student course completion. This information is published annually in the GCC Fact Book and is used by academic departments in program assessment.

As seen in the following line graph, GCC continuously exceeds the Institution-Set Standards Degree Completion Benchmark of 96 and Aspirational Goal of 106. Although there was a dip from Spring 2019 (233) compared to Spring 2018 (294), it continues to improve from thereon (Spring 2020 = 238, Spring 2021 = 240, Spring = 249). The College is in the process of reviewing the benchmark for the associate degree, and revisions are expected to be approved through the governance process.
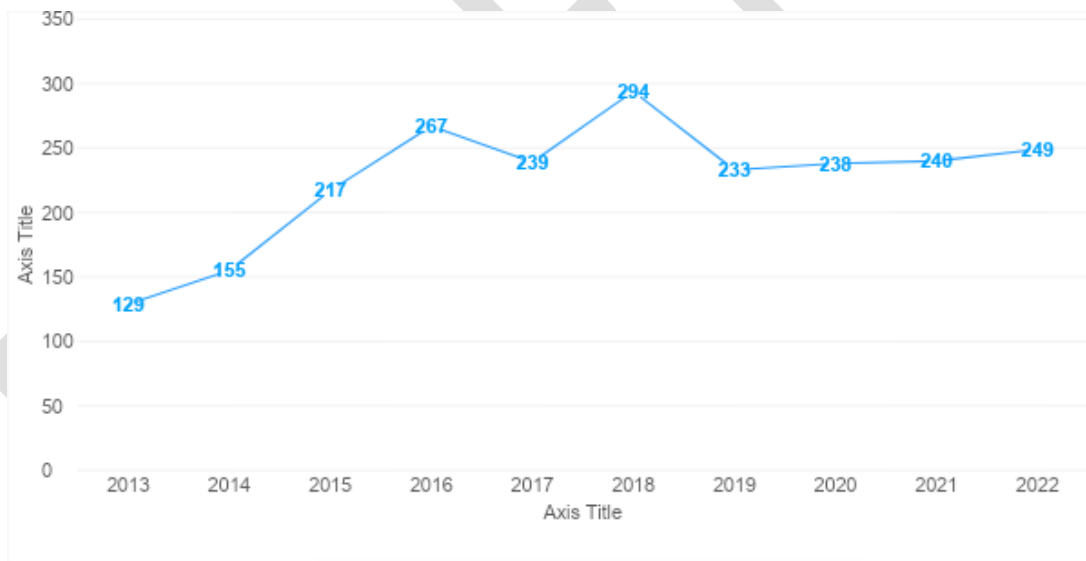
       ISS Associate Degree Completion - Post Secondary; Benchmark = 96; Aspirational Goal = 106

The line graph below shows that the ISS Certificate Completion Benchmark of 73 and Aspirational Goal of 83 were exceeded during the Spring 2018 (86), Spring 2019 (76) and Spring 2020 (84). Noticeably, a big difference during the Spring 2021 (63) but slightly recovered in Spring 2022 (66).
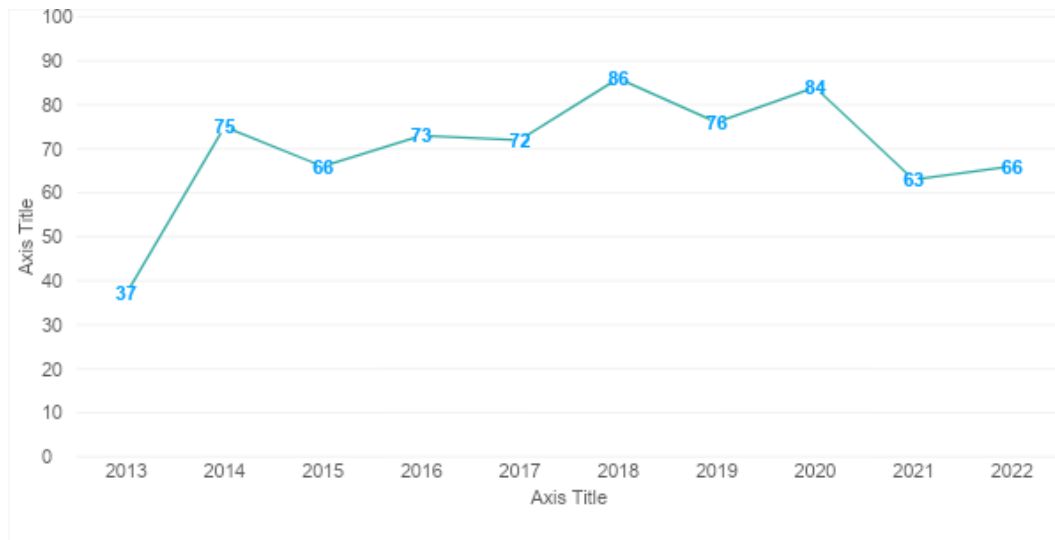
ISS Certificate Completion - Post Secondary; Benchmark = 73; Aspirational Goal = 83

GCC systematically reviews time-to-completion data during program assessment and institutional evaluations and develops plans to improve completion rates.

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 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 (See The classroom observation guidelines and the Online & Hybrid Courses Classroom Types of Engagement, Guidelines for Observation). These guidelines help determine the effectiveness and quality of teaching ensuring adherence to ACCJC's 2024 Policy on Distance Education and on Correspondence Education.

Student surveys, conducted as part of the College's assessment cycle, also assists in identifying areas of improvement in teaching methodology and delivery modes. Students evaluate the effectiveness of their instructors, methodologies used, and student learning objective (SLO) acquisition in their courses with the anonymous student IDEA Ratings of Instruction. The

information gathered, stored in the Nuventive Improvement database, is linked to continuous course and program improvement. Quantitative and qualitative results are shared with faculty immediately after the survey closes, and results are used for faculty evaluations and suggestions for improvements. In Fall 2023, the IDEA average response rate in post-secondary courses in all modalities was 64.43% (See Fall 2023 IDEA Response Rate) compared to 49.3% (n=15) for online courses that same semester. Results show that the College needs to improve the response rates for online courses. Overall quality for all modalities in relation to excellence of teachers and courses for Fall 2023 was higher than the IDEA database average (See FA23 Unit Summary Report).

The College recognizes its responsibility in the improvement of its instructional quality. Because of this the College provides opportunities for faculty professional development. GCC's Professional Development and Initiatives Committee (PDIC) uses annual data from Faculty Interest Surveys (PDIC minutes from 9/29/2023, Fall Workshops) 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 adhere to guidelines in the Peer Mentoring Guide. Fifteen faculty mentees were paired with mentors in AY 2022-2023 (See PDRC End of Year Report).

Another example of GCC faculty improvement occurred in February 2024 when the College collaborated with the Guam Association for Career and Technical Education (CTE) to celebrate CTE in the Western Pacific (See flyer). Many faculty members, administrators, and Bachelor of Science in Career and Technical Education (BSCTE) students participated in the CTE workshops and panel discussions, learning from colleagues and experts in the field of CTE about effective teaching methodologies and modes of delivery.

The GCC Curriculum Review Committee (CRC) is the body responsible for reviewing and scrutinizing adoptions of and revisions to curriculum. This includes adoptions of and changes to modes of delivery.

Through advisory committees, the CRC incorporates stakeholder input to align curriculum with student and workforce needs.

An innovative example of a delivery mode that promotes equitable student learning and achievement is GCC's lauded boot camp model. This model was introduced through a collaboration with the Government of Guam's Department of Labor (DOL) and has experienced a remarkable growth in participation over a single year (GCC's 2021-22 Annual Report, pg.12). GCC has thus far offered boot camps in bus driving, caregiving, certified nursing assistant,

construction, cybersecurity, diesel mechanic, engineering technician, HVAC, information technology, medical code/billing, ship repair, and truck driving. The boot camps enhanced career ladders by providing shorter paths to employment as well as opportunities for a diverse population to earn credit towards certificates and associate degrees.

GCC is always aiming to expand its reach and has recently established the foundations for its distance education goals. During its December 15, 2023 meeting, the GCC Board of Trustees approved the 2023-2028 Distance Education Strategic Plan (DESP) to ensure 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 College ISMP goals, and 5) provides recommendations for improvements based on assessments. The implementation of these plans along with GCC's Online Policy (Policy 197) 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 College's Distance Education Standard Operating Procedures 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 credential that shows they have received training in teaching online. As of December 2023, (See 2023-2024 Academic catalog), 29 faculty members were confirmed to have one or more formal online teaching certifications. Some of 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 which faculty may use for posting syllabi, handouts, assignment tools, and grading. All Moodle users, faculty and student 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. In addition, faculty 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 collaborates across departments to ensure digital accessibility and inclusivity, develops strategic plans, and creates essential resources to support faculty and students. The instructional designer plays a crucial role in resolving technical issues reported by students and faculty, addressing a vital need for student success in online learning.

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 a distance learning grant to assist with improvements such as digital accessibility and online proctoring.

The College's unwavering commitment to student and curricular needs in all modalities, equity, and student learning, positions it as a dynamic institution dedicated to student success.

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 counseling (academic, social, and emotional), financial aid services, tutoring, accommodative services, library services, and student activities.

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
- Workshop and classroom presentations

Academic advisement is handled by counselors and department chairs. The 2023-2024 Academic Advising Handbook assists advisors in their ongoing efforts to guide, advise, and retain students as they complete their chosen program of study.

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

Addressing students' academic needs is an ongoing effort at the College, and it involves a number of College entities. 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 online or in person from Monday through Saturday. The English and math departments also offer tutoring.

The Learning Resource Center (LRC) is another College entity that works to meet 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, 50 print periodical subscriptions, more than 5,000 EBSCO full-text e-Periodicals, and over 1,000 videos and other multimedia resources.

Another college department that supports students' needs to maximize their potential for success 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, become increasingly active participants in their educational experience. The OAS provides reasonable accommodations following a student's individual educational plan (IEP.) Auxiliary resources such as sign language interpreters, note-takers, and e-books are some examples that support equitable and accessible opportunities for students. OAS also provides assistance with the registration process and collaborates with various departments to ensure student success.

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 to provide to its students. For example, GCC is a recipient school of the Asian Pacific Islander American Scholars (APIASF) scholarship, and the College recently collaborated with community partners to create the Cruickshank LGBTQ+ Scholarship. Additionally, GCC's own endowment office funds 10 scholarships annually.

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 Affairs (COPSA), GCC's student governance body. CSI and COPSA plan student activities for each term and oversee about twenty student organizations.

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 motivated community on its campus.

Two GCC organizations spearhead this effort. First, the Center for Student Involvement (CSI) oversees student orientations, leadership training and development for students, service learning, student governance, student organizations, and athletics. Second, the Council on Postsecondary Student Affairs (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 committee), work groups, and task forces as necessary. Additionally, the college allows a COPSA representative to sit on 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. The 22 organizations that follow represent the diversity of students and programs at GCC and are related to academic programs and special interests: 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 the Council on Postsecondary Student Affairs (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 influence, 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.

The college encourages students to participate in GCC sports teams. Although the College does not offer any student athletics program, a Memorandum of Understanding (MOU) between GCC and the University of Guam (UOG) is in place to allow GCC students to play for UOG's Triton Athletics in their varsity and sports programs, which began in August 2023. Before the MOU, GCC students participated in volleyball and basketball intramural sports. These opportunities enhance students' overall experience at GCC by encouraging lifelong wellness, sportsmanship, and academic excellence. Through participation in these teams, students improve their health through exercise and physical activity, meet new people, develop a sense of belonging and GCC pride, build leadership skills and self-esteem, and have fun.

On January 24, 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. Students participated in the symposium, which reflected GCC's dedication to its community.

In 2022, the GCC Foundation launched a new scholarship opportunity for students who are part of the island's LGBTQ+ community. On January 25, 2023, GCC hosted the Engagement + Empowerment + Equity: E3 = Diversity and Inclusion Forum to continue the discussion started at the E2 Symposium. The forum 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 attended this forum and participated in discussions about belonging and community.

The multiple opportunities offered by the College, including engagement with the institution, faculty, and peers has significantly enhanced the sense of belonging among students. 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 the establishment of a one-year cycle of program evaluation with a staggered assessment schedule of programs, services, and administrative units. Included in this one-year cycle is curriculum review. 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.

Through policy 306, the board assigned the responsibility to the President and his/her designee, with consultation from the Committee on College Assessment, 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 on-going improvement, the college created the Assessment, Institutional, Effectiveness, and Research (AIER) office. AIER works collectively with all sectors of the college community as they carry out the implementation of GCC's comprehensive institutional assessment plan campus-wide. AIER works collaboratively with the Committee on College Assessment (CCA) 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 Nuventive Improvement Platform is used as an assessment management tool by the different units and programs of the College to track assessment plans, data collection and implementation status. The process from assessment planning to data collection and implementation are reported in the Program/Unit Assessment Report and the Course Assessment Report. Assessment plans included in the assessment platform are linked to the mission of the college and findings drive institutional initiatives, programmatic changes and budget development in an effort to support equitable student achievement.

The College's assessment and student achievement data informs institutional goal setting. During the formulation of the Institutional Strategic Master Plan (ISMP) 2020-2026, the College partnered with Souder and Betances and Associates to guide and facilitate the planning process. This involved employing the Transformation framework, emphasizing the co-creative participation of all stakeholders, including leaders, managers, support staff, faculty, students, and industry partners.

To define the objectives for the five goals outlined in the College ISMP, a group of administrators, faculty, and staff engaged in brainstorming sessions. Additional input for the ISMP was derived from other conversations during the 2018 College Assembly, the Industry Partners Forum, and in-depth discussions with student leaders.

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, but it also allows departments and units to establish goals and objectives that are aligned with the institution's strategic plan. Departments and units update their department strategic plans annually ensuring that the College maintains its ability to assess, review and respond to the ever-changing educational landscape that occurs as a result of economic development, socioeconomic factors and climate change, etc., on Guam and in the region.

The College engages industry partners in conversations focusing on learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps,

and inform institutional goal setting. BOT Policy 335 established the Workforce Development Advisory Committees for Career and Technical Education (CTE) as a means of ensuring quality in CTE. As indicated in the Workforce Advisory Committees handbook, Advisory Committees meet at least twice a semester to discuss the different aspects of each program to address the needs of students and their respective industry partners.

As a result of this on-going review and dialogue, the College has innovatively responded to community and regional needs. For example, departments have been able to address COVID 19 challenges by providing innovative programs to upskill and retool members of the community; curriculum changes have allowed adult education students to earn stackable credentials in addition to credits to increase employability; assistive technology devices have been procured to increase student success and training has been provided to the College of the Marshall Islands. These innovative programs were a direct result of a collective response to provide and support equitable student achievement.

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. At GCC, several procedures are in place to ensure the quality of employees. These systems are handled mostly by GCC's Human Resources Offices (HRO) with oversight conducted by the president and the GCC Board of Trustees (BOT.)

Board Policy 140 Organizational Chart of Guam Community College is the official policy establishing the organizational structure that the GCC BOT determined best fits the needs of the College. The BOT is authorized by 17 GCA § 32101. Organization Structure to determine the College's organizational structure and the composition of divisions of programs 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 operational organizational chart which consists of all positions listed on the Agency Staffing Pattern.

Vacancies in staffing at the College occur when an employee leaves the College 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 position description form 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 staff, faculty, and administrators to 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 (BOT), other accredited institutions, input from department chairs and Deans, and best practices.

When there is a vacancy at the College, job announcements are posted for a minimum of ten (10) days on various platforms, including the GCC employee portal mygcc.guamcc.edu, the GCC website www.guamcc.edu, www.hireguam.com, www.indeed.com, local newspapers, and professional publications. Job specifications, experience, and education qualifications and equivalencies are included in job announcements.

Individuals wishing to apply to GCC 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 Determining Acceptance-Edu Diplomas, Degrees or Certificates SOP. 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 capacity 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 evaluates 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 final 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 Step and 4GCA §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 Employees, Chapter 4 of 4 GCA, 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 (Faculty Union Agreement) present the processes and procedures for filling positions and classification of positions which 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." A review and update of Board Policy 160 occurred in 2008, 2014, 2016 and 2021 as part of the Board's policy review process. 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.

The BOT regularly reviews its policies in accordance with Board Policy 110 Board Policy Development and Review. The HRO regularly reviews and updates the Personnel Rules and Regulations as relevant laws are updated. These updates are included at the beginning of the rules and regulations as they are updated.

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, supported by the listing of professional development as a priority initiative 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 1) faculty or 2) 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). The committee is comprised of four (4) faculty members elected by dues-paying members of the bargaining unit with representation from career and technical education, general education, and non-instructional secondary and postsecondary faculty. 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, encouraging and promoting ways and means by which faculty may develop their professional skills, leading and promoting a mentorship program among faculty, and keeping 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 Information

Session," "Dual Credit Articulated Programs of Study (DCAPS)," "Standards Based Grading (SBG)," and "Using Artificial Intelligence in the Classroom."

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, UOG, or other approved educational and/or training program. This 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 Development Committee reviews and recommends staff and administrator requests for development activities.

The Staff/Administrator Professional Development Program also funds mandatory training which is required by Guam law or other training that will benefit employees while keeping in line with the College's Institutional Priorities. "Bring Your 'A' Game" from the Center for Work Ethic Development is 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.

Ensuring that the professional development opportunity is aligned with the College's mission is done 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 traveling off-island, they must fill out GCC's Trip Report form. They are asked questions related to the College's 20 priorities for professional development, 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 such as Title IX, sexual harassment, ethics, Family Educational Rights and Privacy Act (FERPA), Cyber Security, and Diversity, Equity, and Inclusion. 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. No complaints of workplace violence, FERPA violations, or drug and alcohol abuse have been 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 Training 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 the students have the resources needed to fulfill their student learning outcomes. Training has reduced the number of requisitions returned for various reasons.

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, administrators, and staff 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 evaluation is tied to the goals included in the Institutional Strategic Master Plan (ISMP) and aligned with ACCJC Accreditation Standards to ensure institutional effectiveness and 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 every June. The BOT also set the president's annual performance goals and objectives.

The evaluation process for staff is based on the College's Administrative Directive 95-001 Description of Performance Factors. Staff evaluation uses a formal rubric that covers criteria in accordance with the GCC Personnel Rules and Regulations for Classified Personnel, 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 with the Work Planning and Performance Evaluation tool. This tool was designed to place more emphasis on professional competencies. In January of each year, 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 mutually identified goals.

Faculty members are evaluated annually based upon the guidelines established in Article X-Performance Appraisal of the Agreement. The evaluation process for faculty is designed to be supportive, to identify areas of improvement, and to foster innovation in teaching delivery. Evaluation Rubrics for the different levels of faculty or classification are used in the process. Ratings are determined towards the end of the academic year and agreed upon by the faculty and evaluator. 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.

The Business Office supports the College's financial integrity through the thoughtful allocation and management of institutional resources. The Business Office records financial transactions; provides timely reports on the College's financial condition; and implements, revises, and maintains internal controls of the College's resources.

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. GCC's management team reviews and discusses local and national economic conditions that may impact the financial standing of the College and local government. The College is proactive and takes necessary action to address unforeseen and future adversities. The College prioritizes funding for student learning as stipulated in institutional and departmental goals. GCC manages grants, scholarships, partnerships, special projects and boot camps. Financial and federal grant audits are important components of GCC's financial planning. The College also continues to search for alternative sources of financial assistance from the local and federal government and private entities.

Funding for the college comes from the Government of Guam General Fund, Manpower Development Fund and Capital Improvement Fund. Other sources include federal grants, special

projects and tuition and fees. Appropriation from the General Fund is used for operations, the GCC Licensed Practical Nursing and Vocational Guidance Programs, and the GCC Lodging Management Program /ProStart Programs.   The Manpower Development Fund is appropriated for the Apprenticeship Program and is also used to fund the operations of other GCC programs. The Capital Improvement Fund is appropriated from the Guam Educational Facilities Fund for the purpose of paying rental payments due under the lease-back agreement. Non-appropriated funds (NAF) are revenues generated from tuition, fees, special projects (bootcamps), and scholarships sponsored by private entities.   Federal direct grants and subgrants are awarded by federal entities.   Additionally, other generated revenues such as special project auxiliary, bookstore and facilities rental 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 institutional budget is formulated with clear guidelines and procedures, responsive to the operational needs of the College. Resources are allocated and expended according to prioritization set forth in the FY2025 GovGuam and NAF Preparation document. Use of assessment results and department/unit's assessment of financial needs are used for budget planning. Additionally, the list of institutional priorities identified in the Institutional Strategic Master Plan (ISMP) 2020-2026 and Strategic Resource Plan (SRP) 2023-2027 serve as guides for budgeting and allocation of funds. All department budget requests are justified utilizing the performance budgeting process.

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's financial statements unrestricted fund balance resulted in positive net position from Fiscal Year 2019 - 2022 as illustrated below.

	Without GASB	With GASB 73 & 75
FY 2019 Net position at end of year	$ 2,004,320	$ (52,649,009)
FY2020 net changes fund balance	$ 3,231,470	$ 3,231,470
GASB 73 changes	$ -	$ 226,937
GASB 75 changes	$ -	$ (2,957,753)
FY 2020 Net position at end of year	$ 5,235,790	$ (52,148,355)
FY2021 net changes fund balances	$ 2,391,217	$ 2,391,217
GASB 73 changes	$ -	$ (280,053)
GASB 75 changes	$ -	$ (2,882,900)
FY 2021 Net position at end of year	$ 7,627,007	$ (52,920,091)
FY2022 net changes fund balance	$ 4,799,556	$ 4,799,556
GASB 73 changes	$ -	$ 1,762,460
GASB 75 changes	$ -	$ (2,516,765)
FY 2022 Net position at end of year	$ 12,426,563	$ (48,874,840)

The audited financial statements reflect the College's fiscal stability. This has been proven by the twenty-two consecutive years of being classified as a low-risk auditee. Management oversight ensures that appropriate controls and procedures are in place for effective financial management.

Management and BOT hold monthly meetings to discuss the College's financial position. Fiscal resources are closely monitored and allocated to ensure that the required funding for student programs and services are appropriate to support and sustain the mission and promote equitable student achievement by providing needed equipment, materials and facilities. GCC's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.

Financial documents are safeguarded and made accessible to the public via MyGCC (Public Reports). In fact, GCC is among only a few government agencies that consistently pass rigorous audits and has maintained its low-risk status for twenty-two consecutive fiscal years. The Office of Public Accountability (OPA) - Guam has consistently recognized the College for maintaining this status.

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.

Financial planning and resource management are consistent with the College's annual planning cycle guided by its Strategic Resource Plan 2023-2027, Institutional Strategic Master Plan (ISMP) 2020-2026, Institutional Technology Strategic Plan (ITSP), Physical Campus Master Plan 2020-2030, Five-Year Distance Education Strategic Plan 2021-2025, program and course assessment plans, and program reviews. GCC's annual planning cycle integrates priorities and key initiatives articulated in institutional plans with resources necessary to meet strategic planning objectives.

Strategic planning at GCC is an ongoing process that ultimately culminates in the fulfillment of the college's mission and goals. As noted in the GCC Strategic Resource Plan 2023-2027, strategic planning involves taking a holistic overview of the entire organization and responding to changes in the organization to more accurately respond to financial, physical, technological, and human resource needs. The goal of the strategic planning process is to provide GCC with the tools and plans to anticipate and respond to change, both internally and externally. These changes are systematically evaluated and integrated into the college's planning processes.

Annually, the college reviews its institutional mission and department goals. Departments use the GovGuam and NAF Budget Preparation document to guide the development of their annual budgets. This document is reviewed and updated annually. Annual budget training is provided

to employees to ensure that any changes to budget preparation are disseminated and stakeholders are well informed.

As part of the budget development process, departments must identify three (3) goals and corresponding objectives, performance indicators, and proposed outcomes for each goal. Goals, objectives, performance indicators, and proposed outcomes are used to assess department budget requests. All budget requests must be justified. Growth budget requests must be approved by the deans and the Vice President for Finance and Administration and must be based on information documented in Improve.

Prior to final approval, the proposed annual budget request is reviewed and discussed by the Resource, Planning and Facilities (RPF) Committee. This committee is composed of faculty, administrators, staff and students. As indicated in 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 committee serves as a forum for discussion of any available or needed resources and facility issues or concerns. After review and recommendation by RPF, the proposed budget is reviewed by the College Governing Council (CGC), which also has representation from faculty, administrators, staff and students. Upon concurrence and approval by CGC, the budget request is submitted to the President for review.

The Board serves as the final review and approving body of the College's overall budget request. After approval by the Board, the budget request for local funding is submitted to the Legislature. The Legislature holds a legislative hearing for GCC to provide testimony on the budget request. Once the budget request is approved and appropriated by the Legislature, it will then become a Public Law 37-42. The budget is allocated based on the departments' requests and are made available to departments no later than October 15th. Departments have access to their budget, current balance, and outstanding purchase order information via MyGCC self-service. 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 size 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 the programs and sufficient financial support for the programs.

Stakeholder involvement at all levels is essential to the collaborative planning and budgeting process. The College's 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 financial board policies designed to ensure the integrity and responsible use of the colleges financial resources. According to Board policy 200 (Fiduciary Responsibility), the board is responsible for ensuring the effective management of GCC's resources through the President. The President is responsible for the overall management of the financial resources of the college. The board authorizes every bank and investment account as well as the authorized signatories for each account. Policy 200 requires that the college's annual budget request be routed through the governance process and developed according to a standard budgeting process. Budget requests follow applicable laws of and regulations of the Government of Guam and appropriately utilize input from the College departments. Annually, this budget is presented to the Board for review and approval.

After the approved budget is made available, each month, the Business office provides the President with a report on the annual approved budget and its current utilization. Each quarter, the Business Office provides the President with asset, liability, and fund balance information in the form of a standard balance sheet. Annually, the Business Office provides the President with comprehensive, audited financial statements. These reports are reviewed with the Board.

Board policy 204 requires that the college conduct an annual audit of its financial statements and compliance and internal control audits. The board has stewardship over the resources of the college and the board utilizes the annual audit by an external auditor to ensure that resources are appropriately managed.

Board policies 208 and 209 relate to authorized signatories for bank transactions. Specifically, Board policy 208 requires two signatories (manual or digital) on all bank transactions, with the exception of the business credit card, which only requires one signature. Policy 209 relates to wire and credit card payment transactions. The policy requires that two signatures for each wire transfer transaction, and places an upper limit of $200,000 for vendor payments and $500,000 for payroll transactions on any single transaction requested, if such a transaction is initiated by email/electronic transfer, written confirmation will be sent to the bank.

Board policy 212 (Non-Appropriated Funds Account) directs the college President to deposit all non-appropriated funds in an account in a financial institution(s) authorized by resolution of the Board. The account(s) requires two signatories for transfer/expenditure of funds. The President submits an annual budget of non-appropriated income and expenses to the Board for their approval. The President submits a monthly financial report to the Board detailing all accounts contained within the non-appropriated fund and a quarterly report showing the balance in each account in all financial institutions have non-appropriated fund deposits.

Board policy 216 (Promotional and Development Account) directs the President to develop guidelines, allowances and limitations to govern the use of the account and manage the account in conformance with all appropriate board policies and other pertinent regulations.

Board policy 220 (Capital Projects Fund) states that the expenditure of the Capital Projects Fund shall only be authorized upon appropriation by the Board.

According to Board policy 228 (Procurement Policy), 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) 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 management of financial resources is closely monitored using documented accounting processes, procedures, and an internal control structure, to ensure accurate accounting, reporting, and processing of information. In alignment with ACCJC, GCC 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. Internal controls and business office financial management practices are reviewed on an annual basis. The College is audited annually by an independent auditor. Fiscal year 2022 audit results showed neither material weaknesses nor significant deficiencies. The BOT reviews all audit reports and management letters to ensure that the mission and vision is being upheld.

The College's budget and allocation decisions are aligned with the institution's mission and vision. The planning and budget process is made transparent to faculty, administrators, staff, and students so that decisions can be reached by means of collaborative effort.

Financial updates to the board are provided to the president at each board meeting. The GCC management team holds weekly meetings to discuss the financial position of the College. The College continually tracks the economic situation and condition of the local and federal governments, and makes the necessary adjustments to the annual budget to ensure that the College is spending within its budget. The President has been aggressively meeting with federal government representatives to seek additional funding resources to further support the College mission. Also, the College is conservative with regard to its spending to ensure that payments of its long-term debt and obligations are met. Spending is utilized to support instructional needs, contractual services, personnel costs, and utility costs. Other operational costs are reviewed and approved prior to spending. To address challenges related to the COVID 19 pandemic, the College was awarded a total of $13,609,824 from the Higher Education Emergency Relief Fund (HEERF). The funds received were disbursed as cash grants to students to cover the cost of

supplies and materials needed for courses, food and housing costs during the pandemic. Funding was also used to support capital improvement projects and to procure equipment (laptops, MIFIs), supplies (cleaning, personal protective equipment), and services (internet, counseling, mold mitigation, online modality training) needed as a direct result of the pandemic.

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. The Materials Management Office Requisition Checklist provides information on authorized signatures required for specific spending levels. Expenditure requests are reviewed by the supervisors at all levels and 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 BOT Policy 232.

At the onset of the budget development process, departmental program reviews should consider the level of staffing, supplies, equipment, etc., necessary to support department goals. Assessment results and prior year expenditures are considered when developing budget requests for the upcoming fiscal year.

Purchases go through a requisition process that is reviewed by the department chair or program specialists, dean or division manager, the appropriate vice president and the president, as required. Requests are reviewed for need and priority, and sufficient funding availability. Local funds, NAF, federal, and other financial resources are administered by the Business Office. Grant funds must be administered in accordance with federal and local rules and regulations. The Business Office ensures that programs comply with federal and local laws covering the use of federal funds. In its effort to ensure fiscal integrity, the College keeps required documentation to support expenditures in line with the federal regulations and the Business Office's SOPs. 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 the management. The results of assessing the internal control system are indispensable to future management of financial resources.

Internal control systems, accounting processes and procedures are in place to ensure the financial integrity of the information in financial reports to departments, college constituents, and the Board. Monthly fiscal reports are provided to the Board, and include the status of revenue, expense, and reserve levels.

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.

The College has no locally incurred debt instruments that affect the financial condition of the Institution. The Guam Community College Foundation (Foundation) has one long-term debt to the U.S. Department of Agriculture (USDA) incurred for the construction of the Foundation Building, which houses the Adult Education Program, Bookstore and Cafe. Term payments are disclosed in the College's Financial Statements. Annual debt payments are considered during the budget process.

The College continually tracks the economic situation and condition of the local and federal governments, and adjusts the annual budget as necessary. The President has been aggressive in meeting with federal constituents to seek additional funding to help alleviate any shortfall from the local government. The GCC management team holds weekly meetings to discuss the academic operations and financial position of the College. Additionally, during monthly board meetings, the president reports on two standing agenda items, financial status of the college and capital improvement projects. The President reports on the finances of the College, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Financial resources are closely monitored by management and the board to ensure that short- and long-term obligations are fully covered.

The College is very conservative with regard to its spending to ensure that payments of its long-term debt and obligations are met. Spending is limited to instructional needs, contractual services, personnel costs, and utility costs. Other operational costs are reviewed and approved prior to spending.

When necessary, the College institutes cost cutting measures, such as hiring freezes, reduction of allocated budgets, and spending cuts for non-instructional expenses. The budget supports departmental needs, which in turn allows the departments to provide programs and services to support student needs. Department assessments are linked to institutional plans, resulting in short- and long-range budget projections. The college's 2023-2027 Strategic Resource Plan sets for a framework for the board and college administration to examine future implications of major financial decisions. The Strategic Resource Plan is available on the College's website under Public Reports. Individuals involved in institutional planning receive timely and accurate information on the availability and sources of funding, including the annual budget and its fiscal commitments.

The institution has sufficient cash flow to maintain financial stability. Revenue from student tuition and fees and auxiliary operations is held in a Non-Appropriated Fund (NAF) account. The College continues to provide to students' affordable education by maintaining tuition costs since 2011 and reducing student fees as necessary.

The table below shows that the College maintains its financial accountability and solvency in the favorable Ratio of Cash to Net Current Liabilities. Unearned revenue is excluded from the total current liability data because this is revenue to be earned in the future.

A	B	C	D	E = C-D	F = B/E
Fiscal Year	Cash & Cash Equivalents	Total Current Liabilities	Unearned revenue	Net Current Liabilities	Ratio of Cash to Net Current Liabilities
2017	$13,015,171.00	$4,346,783.00	$2,595,447.00	$1,751,336.00	7.43
2018	$12,165,819.00	$4,516,426.00	$1,770,971.00	$2,745,455.00	4.43
2019	$15,986,352.00	$5,673,857.00	$1,588,244.00	$4,085,613.00	3.91
2020	$16,569,186.00	$4,494,761.00	$1,301,567.00	$3,193,194.00	5.19
2021	$17,860,147.00	$4,371,414.00	$1,290,999.00	$3,080,415.00	5.80
2022	$21,688,418.00	$6,248,866.00	$1,389,711.00	$4,859,155.00	4.46

All financial resources, including debt, auxiliary activities, fund-raising efforts, and grants, are used in a manner consistent with the intended purpose of the funding source. The Foundation makes automatic monthly payments for the USDA loan from its capital bank account. The loan is collateralized by a pledge of all rental revenue derived from facilities lease agreements.

Evaluation and review relate to each unit's progress in achieving the College's mission and goals. Program review and unit assessment are utilized in evaluating the effectiveness of the College's resource allocation process. The program review and institutional assessment process serves as the foundation upon which units develop a platform to advocate for their needs in achieving educational excellence. These processes also provide data-driven information for college-wide decision making and resource allocation. The College manages and allocates its financial resources to provide better services to its students and to sustain the operational needs of the College.

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 CGL (Primary General Liability), ELL (Educators Legal Liability), GLX (General Liability Excess), and IPL (Internships and Professional Services Liability).

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.

The 2020-2030 GCC Physical Campus Master Plan (PCMP) drives capital improvement projects at GCC. The PCMP incorporates campus planning factors such as enrollment, classroom demands, parking demands, infrastructure improvements and project description. The GCC Master Plan 2015-2020 laid the groundwork for strategic development, providing a roadmap that reflected GCC's vision during that period. As we transition into the 2020-2030 phase, GCC continues to draw guidance from this foundation, ensuring a seamless alignment with the evolving mission and goals.

GCC's commitment to excellence in the planning and maintenance of facilities and physical resources is evident through a meticulous alignment with its overarching mission, goals, and the specific needs of programs and services. The GCC Annual Reports 2018-2019, 2019-2020, 2020-2021, 2021-2022 and 2022-2023 and the Institutional Strategic Master Plans (ISMP) for 2014-2020 and 2020-2026 substantiate and assess GCC's commitment to aligning planning and maintenance efforts with institutional goals. These reports offer a comprehensive analysis of how these efforts contribute to fulfilling goals and meeting the evolving needs of programs and services. Serving as dynamic resources, they facilitate ongoing evaluation and refinement of strategies to adapt to the changing educational and operational landscape. In addition, Goal 5 of the 2020-2026 ISMP focuses on "Modernizing and Expanding Infrastructure and Technology." GCC addresses student challenges by leveraging technology to enhance accessibility. This initiative supports student success by providing reliable access to courses, removing barriers like transportation issues and scheduling conflicts.

The Resource, Planning and Facilities (RPF) Committee reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects, including projects that have great impact on student learning outcomes. The RPF Committee uses room utilization data from the Room Utilization Master for project planning, the Room Utilization Master is also used to optimize room space for efficient utilization. The committee plays an important role in the College financial planning and budget development process and serves as the forum for

discussing needed resources and facility issues or concerns. The membership composition of the committee includes the current Local President, one faculty member appointed by the Local President, Faculty Senate President, Vice President of Finance and Administration, Facilities and Maintenance Representative, one administrator appointed by the College President, and no more than an equal number of staff and student representatives.,

While the PCMP guides major construction projects, the College's Facility & Maintenance (F&M) team is responsible for addressing the daily repair and maintenance of facilities. Faculty, administrators, and staff submit work orders related to maintenance issues to F&M. Projects beyond the F&M team's manpower and resource capacity are outsourced. Outsourced projects include replacement of dilapidated fences and gates, major repairs and replacement of delipidated pre-engineered steel awning and building structures and installation of water filling stations. As necessary, the Planning and Development Office (P&D) staff communicates with the Environmental, Health and Safety (EHSO) Officer and the Student Support Services (SSS) Team to ensure that safety and health protocols are being followed. Periodic inspections of facilities are conducted to ensure the College's adherence to health and safety regulations and compliance with the 2009 International Building Code (IBC).

GCC's Facility Maintenance Standard Operating Procedure (SOP) 00-004 sets forth the guidelines and procedures for prioritizing and managing work orders efficiently. Work orders are entered and tracked through the eMaint Work Order Submission System, streamlining the process for enhanced efficiency. While there is currently no AC Preventive Maintenance schedule (PM) in place, GCC is in the process of developing and adopting one to enhance maintenance practices. Additionally, the Scope of Work (SOW) for Custodial Services serves as the document that prescribes the custodial tasks and frequency. The Custodial Service Schedule provided by the contractor details the dates the services are to be performed. The GCC Strategic Resource Plan 2023 - 2027 further guides resource allocation, ensuring that planning and maintenance efforts are strategically aligned with institutional priorities. This plan serves as a dynamic resource, facilitating ongoing evaluation and refinement of strategies to adapt to the changing educational and operational landscape.

GCC is committed to maintaining a high standard of quality and functionality in its facilities and equipment. As part of this commitment, faculty, students, and staff actively participate in the ongoing process of monitoring and enhancing the physical environment. This collaborative effort encourages open communication, where members of the community are encouraged to report findings related to facilities and maintenance issues. This valuable feedback 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 consistently align with the evolving needs and expectations of its diverse community.

P&D oversees all capital improvement projects and the repair and maintenance of the College's physical resources and coordinates the planning and design activities for all new facilities. The

F&M personnel handles the daily maintenance and repairs tasks and performs site walk-throughs and assessments to identify immediate concerns. The walk-through includes assessing buildings, infrastructure and photovoltaic systems. Work orders are submitted identifying repairs needed or areas of concern.

An announcement for suggested/recommended capital improvement projects is posted online on the College's website annually to provide the college community, faculty and other personnel, an opportunity to provide feedback. CIPs are compiled and presented to the RPF committee. Priority is given to projects which address the health and safety of those who learn and work at the College. The priority list is then forwarded to the CGC for consideration. Projects are presented to the President and the BOT for funding consideration.

The college has implemented a range of initiatives to establish a secure and supportive learning environment. Among these efforts are the development of Emergency Operations Plans & Procedures (EOPP) and the publication of Annual Security Reports (ASR), addressing a multitude of potential threats and crises. Specifically responding to the COVID-19 pandemic declared by the Governor in March 2020, the college devised and tailored protocols and plans to counter the SARS-CoV-2 virus (COVID-19). These plans underscore the institution's unwavering commitment to prioritizing the health, security, and safety of its constituents.

In the event of an emergency requiring evacuation, it is crucial to adhere to college officials' directions for leaving the building and congregating at designated areas. While Fire Emergency Evacuation Maps are posted nearby classroom doors and workplaces through the campus, it's essential to note that circumstances may necessitate a deviation from the posted routes. The College has a campus-wide Fire Alarm and Mass Notification System in place to handle emergencies. A fire alarm or bell will initiate evacuations, and in the absence of electricity or a system failure, a gong or hollow metal cylinder serves as a backup notification. This is followed by announcements through a PA system or a bullhorn to signal the evacuation. Once an emergency is resolved, depending on the situation, an announcement will instruct everyone to return to their assigned buildings, leave the campus, or stay home for safety and security reasons.

Guidelines for emergency response and evacuation are detailed in the College's EOPP. This comprehensive plan outlines processes, procedures, and partnerships to enhance awareness, prevention, preparation, and minimize reaction/response, recovery, and mitigation times during emergencies. The EOPP operates based on the Incident Command System (ICS) organization structure under the National Incident Management System (NIMS). The prioritization of life protection, property preservation, restoration of academic programs, and the resumption of normal operations underscores the central objectives guiding the College during emergency situations. The Emergency Operations Coordination Officer (EOCO), operating under the direction of the Emergency Management Coordinator (EMC), plays a key role in determining the strategic deployment of resources.

The EOCO's responsibilities encompass assessing the situation, coordinating response efforts, and effectively utilizing personnel and equipment to address the immediate needs of the College community. This strategic coordination ensures that resources are deployed efficiently and in alignment with the overarching goals of safeguarding lives and property while restoring essential academic functions.

Additionally, the responsibility for deactivating the EOPP lies with the EMC, the President, or an authorized representative. This ensures that the deactivation process is overseen by individuals with the necessary authority and expertise when maintaining a structured and controlled conclusion to the emergency response efforts. The College's approach to emergency response emphasizes a clear hierarchy, with the EOCO, guided by the EMC, managing resource deployment, and the EMC overseeing the deactivation process is all geared towards safeguarding the well-being of the College community.

In situations where time allows, the President, in consultation with the Vice President for Finance and Administration, will decide whether to activate the Incident Command System. If needed a designated Incident Commander will lead crisis management under the ICS until properly relieved. Immediate crises, where there is no time to activate an Incident Commander, will be managed by an employee at the scene trained until properly relieved. Evacuation procedures vary based on the emergency type, with the primary focus on ensuring human life protection. The College communicates emergency response and evacuation procedures on MyGCC, conducting scheduled exercises at least once a year, and ideally once per semester. The EHS is responsible for planning and executing exercises, incorporating lessons learned into policies and procedures, including exercise descriptions, dates, times, and whether they were announced or unannounced.

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. Partnership plays a key role in managing unsafe conditions or threats. The EHS works closely with other departments such as the SSS, CSI, and P&D to ensure a safe learning environment

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. These initiatives collectively underscore the College's commitment to the holistic safety and preparedness of its community. The College has implemented several safeguarding measures to address life-threatening situations, demonstrating a proactive commitment to the safety and well-being of the campus community. Notable initiatives include in-house training conducted by the Environmental Health & Safety (EHS) on the emergency use of Fire Extinguishers, Emergency Evacuation Chair, Stop the Bleed, and inclement weather

procedures. Additionally, the establishment of the Campus Safety and Security Task Force (CSSTF) and Sexual Assault Response Team (SART) underscores a collaborative effort to discuss and implement safety measures.

Collaboration plays a pivotal role as the SSS and CSI offices work in tandem with the EHS. They collaboratively disseminate emergency plans and security information during new adjunct faculty and student orientations. Furthermore, the EHS partners with the HR office to extend this safety and security information during new employee orientations, ensuring comprehensive awareness.

Vital drills, overseen by the EHS office, encompass scenarios such as fire, earthquake, and active shooter preparedness. These drills play a crucial role in ensuring the preparedness and 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.

A significant security enhancement involves the upgrade of door locks at the administration building to a personal identification system (PIN). This technological upgrade reflects the College's commitment to safeguarding sensitive information, ensuring the security of students' and personnel records. To proactively address potential health or safety issues, the EHS conducts routine walk-through inspections during operational hours. These inspections play a key role in identifying and promptly addressing any health, safety or security violations, contributing to the creation of a secure learning and working environment.

The College's commitment to safety is evident through a multifaceted approach, including regular emergency preparedness drills, technological upgrades in security infrastructure, and routine inspections. These measures collectively contribute to fostering a safe and secure environment for the campus community. The presence of Fire Emergency Evacuation Maps in every classroom, office, and building, along with the posting of COVID-19 guidance during the pandemic and Sexual Assault Awareness and Response posters, contributes to heightened awareness and preparedness across the campus.

 In terms of preventive maintenance works, the submission of work orders through the Planning & Development (P&D) office demonstrates a systematic approach to addressing physical resource concerns. Additionally, the collaborative efforts of the EHS, SSS, and CSI in addressing student behavioral issues with safety and security implications highlight a holistic approach to maintaining a safe campus environment. By disseminating emergency plans and procedures, conducting vital training, and maintaining open communication channels, the College demonstrates a comprehensive commitment to safety and security. The dissemination of health and security information on the College's website further extends safety awareness to a wider audience, enhancing overall preparedness.

The College places a strong emphasis on preparedness through vital annual drills, encompassing fire, earthquake, and active shooter scenarios, all conducted under the oversight of the Environmental Health & Safety (EHS) office. These drills ensure the readiness of the campus community in the face of potential emergencies. The College's commitment to safety is further underscored by the maintenance of a fully functional fire alarm and mass notification system. This system, maintained by a private service provider, operates seamlessly across the entire campus, enhancing emergency response capabilities.

To safeguard students and personnel records, the College has upgraded door locks at the administration building (2000), replacing the magnetic system with a more secure personal identification system (PIN) code lock system. This upgrade enhances the security of sensitive information and restricted areas. In addition to the installed CCTV surveillance cameras at designated areas, the Environmental Health and Safety (EHS) department conducts regular monitoring of the campus during operational hours through walk-through inspections. This proactive approach is aimed at identifying and addressing any potential health or safety violations, thereby contributing to the overall well-being and safety of the learning and working environment.

Furthermore, a systematic approach is adopted for the maintenance of physical resources. Work orders are submitted through the Planning and Development (P&D) office, ensuring a timely resolution of any issues related to the physical infrastructure. This process helps maintain the efficiency and functionality of the campus facilities.

Collaboration among the EHS, SSS, and CSI is evident in addressing and resolving student behavioral issues with safety and security implications. This collaborative effort reflects a comprehensive approach to maintaining a safe campus environment. The College's commitment to safety and security is demonstrated through a combination of preparedness drills, technological upgrades, routine monitoring, and collaborative efforts to address potential issues. These measures collectively contribute to a secure and conducive learning and working environment for the entire campus community.

The EHS office plays a central role in conducting important safety and security awareness training. Through the EHS, the College ensures that emergency plans and procedures are effectively communicated to the campus community, empowering individuals with the knowledge and skills needed for a safe response. This commitment extends beyond the campus, as the College actively disseminates health and security information on its website. By doing so, the institution reaches a wider audience, providing valuable resources and guidelines to enhance overall safety awareness.

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.

GCC aligns technology planning, implementation, and maintenance with the institutional mission and goals.   In April 2006, GCC developed the Enterprise Architecture (EA) to detail what the IT environment of the future will be and the Institutional Technology Strategic Plan (ITSP) to detail how GCC will achieve this future environment. Guided by the principle of staying true to GCC's "Student First, Mission Always" mantra, the latest version of these documents was released last March 2022 that align with GCC's goal of having a unified enterprise architecture encompassing various platforms and infrastructure. By implementing the ITSP and EA together, GCC can provide both the technical and organizational leadership needed to fulfill this goal.

GCC's technology infrastructure is appropriate to support educational services and operations. Ellucian Banner, GCC's Enterprise Resource Planning (ERP) and Student Information System (SIS), play a critical role in achieving this. It is complemented by other applications such as Ellucian Degree Works for academic advising and degree audit tool to guide student success; Moodle as a Learning Management System; Luminis and the upcoming Ellucian Experience that provides home page portal to the GCC community and access to dynamic data with a personalized content based on their need; Ellucian Analytics and the upcoming Ellucian Insights to provide data analytics for data informed decision making; the upcoming Ellucian Integrated Learning Platform (ILP) that allows Banner and Moodle a 2-way communication for teaching and learning tasks; Ellucian Etranscripts that provides secure, real-time transcript authentication, production, and transfer between the National Clearinghouse and Banner; Ellucian Ethos that connects processes, people, and applications across the organization; Evision Intellicheck in support of check processing for payments of College's financial obligations; Argos as a reporting tool designed for Higher Education; Google Workspace for Education that offers education fundamentals at no cost to the institution; and Nuventive Improvement Platform used as assessment tool for program, courses, administrative units and student service units. These applications utilize the Single-SignOn feature that allows users seamless experience of authentication. The robust systems and applications that GCC leveraged are maintained and serviced in the Amazon Web Services (AWS) Cloud which provides a highly reliable, scaleable, low-cost infrastructure platform. GCC partners with Ellucian for a Managed Cloud service on Ellucian products and ICON Technologies to manage the GCC owned AWS Cloud instances. Not only Banner related applications are maintained in the GCC-AWS Cloud environment, it also has the following: Domain Name System (DNS) Server to manage GCC's domain name, Internet Protocol (IP) addresses and such; CAS/SAML2.0/LDAP for identity provider and authentication protocol; and Institutional File Server (IFS) for institutional document repository.

Of course, access to all of these applications/systems from the campus is not possible without on-premise network infrastructure. GCC has three (3) Internet Service Providers (ISPs) that provide enough bandwidth to power the campus network. Secured Wi-Fi access is provided for the entire campus. Fiber optic lines are used for a more reliable internet connection. Computer standards for laptops, PC, Mac and other devices are established by the collaborative efforts of the Technology Working Group (TWG) which is composed of representatives from Faculty, Student, Instructional Designer and Management Information System (MIS) Office. The computer standards ensure that GCC uses the latest dependable technology that is at par to the ever-growing needs of computing.

GCC clearly communicates guidelines/rules for appropriate use of its technologies to all users. The following policies, procedures and responsibilities regarding this are readily available in GCC's public website, GCC's portal (MyGCC), Course Catalog, and Student Handbook: BOT Policy 191 Data Breach Response Policy establishes the GCC Incidence Response Procedures for Data Breaches (GCCIRPDB).; BOT Policy 196 Digital Resource Policy promotes the use of digital resources that transform teaching in all programs and classes.; BOT Policy 197 Online Policy governs the use of the internet by both employees and students according to the Online Procedures document.; BOT Policy 199 Social Media Policy ensures that any and all interactions on behalf of GCC represent the College's best interests.; BOT Policy 340 Distance Education (DE) Policy serves as a policy for GCC in providing DE to students who are physically separated from the individuals providing the service which also includes the use of computer and Internet-based educational services as well as video and audio services to accomplish the instruction.; BOT Policy 470 Code of Ethics commits the members of GCC to a high standard of ethical behavior, take responsibility for one's actions and decision and more.; Administrative Directive 2006_01 - Updated GCC Email Account Policy is for the use of GCC email account.; Student Code of Conduct in the Course Catalog and Student Handbook mentions consequences on damages or destruction of GCC property; Student Responsibilities in Student Handbook states the utilization of GCC email as primary means of communication of students. Moreover, during Student Orientation, New Employee Orientation and College Assembly, presentations on Cybersecurity are included in the agenda. Suspicious emails like phishing are made aware to the GCC community through MyGCC Announcements.

The College's networks are secure and data is protected. Technology resources are implemented and maintained to assure reliable access, safety, and security. With increasing dependence of all programs and services on technology systems, and increasing risks from external threats, MIS is vigilant about building a secure network and monitoring for network intrusions and email ransomware aimed at damaging property, locking the network, or stealing confidential information. This task is accomplished by using hardware, software, policy, third-party security audits, training, the creation of a Computer System Analyst II position focused on cybersecurity, and soon, the use of multi-factor authentication.

The Banner Core Group members continue to meet to also discuss user and system policies, student and faculty issues and resolutions, as well as systems testing, and other ERP-related topics. GCC's virtualized servers at Amazon Web Services (AWS) and its ERP in the Ellucian-AWS cloud environment, plus cloud-based SaaS systems in different cloud providers such as Google, Oracle, and Microsoft, have built-in failover, high-availability, backups, and redundancy that provide the college a high level of protection and reliability. Locally or on-premise, GCC has had an Enterprise Antivirus system in place since 2017, and the college uses Google's platform for Gmail to take advantage of its online automated antispam, antivirus, and anti-malware systems. Email policy continues to be enforced and recognized as the official communication outlet for GCC. Policies continue to evolve for Distance Education, Online computing (Internet), Social Media, and Digital Resources. The college's use of other technology security mechanisms such as Virtual Private Network (VPN) access, Virtual Local Area Networks (VLAN), Secure Shell (SS), Secure File Transfer Protocol (SFTP), Secure Socket Layer (SSL) certificates for websites, and password encryption, etc. add additional security to the environment. The college has contracted multiple third-party network penetration and vulnerability tests (2018 and 2020). All resulted in medium to low risk status and appropriately mitigated and improved where needed. Upcoming security measures being planned include a more robust and efficient Wi-Fi (wireless) and LAN (wired) authentication system.

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.   While VLANs do provide security measures to a network, the primary implementation is largely based on GCC network advancement.

 Secure access for all modern network devices is provided by ssh and encrypted passwords. Telnet is disabled and used only on older devices that cannot support ssh. Web-based access to network hardware is disabled. Default factory logins are modified. Higher level switches employ ACLs Access Controls Lists. SNMP devices are configured for v2c (password protection) or v3 (encrypted) use.

 In the days where GCC had "On premise" servers the need for firewalls was high. In today's education environment, the need for a firewall is relatively lower. There are other forms of protection that provide better security. GCC PCs utilize the on-board firewall provided by host PC operating systems. An additional form of protection from network threats is the Cloud-based DNS service. This will be described below.

Port Security is primarily used as a security measure to prevent non-GCC PCs from utilizing network connections from GCC PCs physically located in academic environments i.e. computer-based classrooms.

GTA has offered GCC their Multi Threat Security Bundle (MTSB). GCC has attended a presentation provided by GTA. They provide local management of Fortinet Next Generation firewalls.

Cloud-based DNS also known as DNS Firewall or DNS Filtering can have a significant impact on network security. This type of protection prevents users from inadvertently accessing phishing sites or downloading malicious content. Cloud-based DNS is also continuously updated with the latest threats. The College reviews and renews the contracts annually with Ellucian, our ERP vendor, and other cloud and professional service providers, to ensure that our cloud environment is secured, stable, and operationally sound. Ellucian Company L.P. is a cloud service provider for GCC's Banner ERP system. Schellman & Company, LLC. conducted an independent audit of the controls related to security, availability, and confidentiality of the cloud services. The audit resulted in two reports: a System and Organization Controls Report 1 (SOC1) and a System and Organization Controls Report 2 (SOC2). Both reports showed positive outcomes

In addition, GCC must protect student financial aid information provided by the Department or otherwise obtained in support of the administration of the Federal Student Aid programs (FSA) authorized under Title IV of the Higher Education Act (HEA) of 1965, as amended. Each institution that participates in the Title IV programs has agreed in its Program Participation Agreement (PPA) to comply with the Gramm-Leach-Bliley Act (GLBA) Safeguards Rule under 16 C.F.R. Part 314. Institutions also sign

the Student Aid Internet Gateway (SAIG) Enrollment Agreement, which states that they will ensure that all Federal Student Aid applicant information is protected from access by, or disclosure to, unauthorized personnel, and that they are aware of and will comply with all of the requirements to protect and secure data obtained from the Department's systems for the purposes of administering the Title IV programs.

The College has released an Invitation for Bid (IFB) for the purposes of having a Multi-Factor Authentication (MFA) software solution that will be integrated to the GCC's Enterprise Resource Planning (ERP) systems with other applications and comply with the Gramm-Leach-Bliley Act's (GLBA) requirements that ensures the security and confidentiality of Title IV Federal student financial aid program data.

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 is to enhance and ensure security protections and efficiencies of the system operations to provide users with most updated functionalities of the Ellucian Banner system. Work orders via the new help desk ticketing system for most technical services also provide the raw data and data elements to gauge efficiency and effectiveness of MIS' technology support with the priority to ensure 100%

student-centered success in and out of the classroom. Annual standards review and updates for PC and Mac computer systems are being implemented. MIS standards, the annual Computer Technology Bid, and the use of the Technology Inventory, assist MIS in combating legacy equipment.

For the purpose of GLBA (Gramm-Leach-Biley Act) Cybersecurity Requirements, the MIS office is working on developing, implementing, and maintaining a written and comprehensive information security program to ensure the security and confidentiality of students' information. The FTC's (Federal Trade Commission) regulations require that the information security program contains administrative, technical and physical safeguards that are appropriate to the size and complexity of the institution or servicer, the nature and scope of their activities, and the sensitivity of any student information. To ensure compliance requirements, MIS is working towards implementing a multi-factor authentication system for anyone accessing customer information on GCC's system. This system will significantly reduce the risk of a security breach, and the resulting harm and inconvenience to its customers.

Standard 3.10

The institution has in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The College 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.   The current coverage period is from October 1, 2021 to October 1, 2026. This insurance is maintained in the event of cyber liability issues that may arise; however, the college does perform its due diligence to protect its infrastructure from this risk.

The College's Materials Management Office maintains insurance coverage for property, automobile, crime, marine hull, inland floater, and cyber liability. Additionally, the college maintains educators insurance from United Educator's for CGL (Primary General Liability) , ELL (Educators Legal Liability), GLX (General Liability Excess), and IPL (Internships and Professional Services Liability) . UE is a reciprocal risk retention group, is a licensed insurance company owned and governed by about 1,600 members representing K-12 schools, colleges, and universities throughout the United States. The College has access to the education-specific risk management resource library, including media, online courses, and publications that is utilized by its employees and students.

Financial Exigency

As per the "Agreement between the GCC Faculty Union Local 6476 AFT/AFL-CIO & GCC Board of Trustees 2023-2029", Article, XXI-Financial Exigency/Reduction in Force states that

the Board recognizes that it is in the best interest of the College to promote stable employment for faculty at the College. The Board also recognizes that the existence of a financial exigency or a need for reduction-in-force is a serious circumstance. The Board agrees that a reduction-in-force shall be taken only as the final step of a planned process. If the College President, with the concurrence of the Board, determines that circumstances exist which could ultimately require laying off faculty or nonpayment or suspension of salary adjustments, the College President shall initially convene a Financial Exigency Committee or the Faculty Reduction-in-Force Committee in the case of other circumstances as defined in Article XXI.B.4. The College President is responsible for administering the financial exigency or reduction-in-force procedures. The College maintains sufficient cash reserves in the event there is a reduction in local appropriations. GCC is also a semi-autonomous entity under the local government of Guam. Cash flow and bank accounts are monitored on a daily basis. A daily cash flow report is kept in the Business Office.

RIF/Furlough/Priority Placement

The College President is responsible for administering the financial exigency or reduction-in-force procedures. Appendices B and C of the Personnel Rules and Regulations for Classified Personnel and Article XXI Financial Exigency / Reduction-In-Force of the Faculty Union Agreement determine the steps towards a Reduction in Force and Furlough in the event that these circumstances arise and steps for priority placement for employees who were displaced from their positions.

Technological

The College has a cybersecurity Data Breach Response Policy and an Incident Response Procedure for Data Breaches for responding to actual or suspected data breaches involving personally identifiable information (PII), organization identifiable information, significant breaches of our Enterprise Resource Planning (ERP) system and significant cybersecurity incidents. The College does not have any cybersecurity incident to date that requires it to implement the incident procedures of the Data Breach Response Policy.

Unforeseen Environmental Emergency

The EOPP is a comprehensive framework designed to guide actions and responses in the face of unforeseen circumstances, encompassing a range of potential threats such as:

- Active Shooter Incidents
- Bomb Threats
- Fire Emergencies
- Storms or Typhoons
- Earthquakes

- o   Aircraft Accidents

- o   Hazmat/Chemical Accidents

- o   Utility Failures

The incorporation of specific threats, such as Active Shooter Incidents, Bomb Threats, and diverse natural and man-made environmental emergencies, within the EOPP underscores a targeted and proactive approach to unforeseen emergency preparedness. By tailoring plans and procedures to address each unique threat, the EOPP aligns with the College's commitment to providing clear and effective guidance for a variety of potential crises.

This approach ensures that the College community is equipped with the necessary tools and strategies to navigate and respond to specific emergency scenarios. The emphasis on coordination and efficiency within the response framework reflects a commitment to minimizing reaction times and maximizing the safety and well-being of all individuals on campus during unforeseen situations.

In essence, the EOPP serves as a dynamic and adaptable resource, offering tailored solutions for a spectrum of potential threats. By doing so, it contributes to a comprehensive and resilient emergency response system, reinforcing the College's dedication to safeguarding its community in the face of diverse and challenging circumstances. The ASR identified the designated personnel who serve as first responders in the event of unforeseen emergencies.

For example, in light of the escalating COVID-19 cases in 2020 and beyond, particularly during the initial stages and throughout the peak of the pandemic, the EHS in partnership with SSS proactively responded by carrying out weekly disinfectant sprays across the campus. This systematic approach specifically addressed workplaces, high-traffic zones, and frequently touched surfaces in classrooms and labs. These measures were instituted as a preemptive strategy to mitigate the transmission of the virus, underscoring the commitment to safeguarding the health and welfare of both students and employees.

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.

The EHS office collaborates closely with the HR office on Workmen's Compensation cases involving illnesses and injuries. In this collaborative effort, the EHS takes on the responsibility of investigating each case thoroughly. The investigation aims to provide detailed findings to the HR office, allowing for an informed decision on whether the given circumstances merit

compensation. This collaborative approach ensures a comprehensive and fair assessment of each case, aligning with the overall goal of safeguarding the health and well-being of all employees.

The EHS also plays a crucial role by annually submitting a comprehensive report on Workmen's Compensation to the Guam Department of Labor, Bureau of Statistics. This report provides a detailed overview of the Workmen's Compensation cases, encompassing information on illnesses and injuries within the reporting period. By submitting this report, the EHS contributes to the broader statistical data maintained by the Department of Labor, facilitating a thorough understanding of workplace health and safety trends on Guam. This proactive measure aligns with the commitment to transparency, compliance, and continuous improvement in occupational health and safety practices.

The EHS office upholds a steadfast commitment to promptly respond to any unforeseen environmental emergency. In the event of an emergency, the EHS ensures effective collaboration and consultation with the affected department, student, or personnel. This collaborative response when necessary is closely coordinated with the College's Management Team or the President to ensure that actions are taken in a timely and appropriate manner. Emphasizing a unified and responsive strategy, this approach prioritizes the safety and well-being of the College community in the face of unexpected emergencies.

The College adopts a comprehensive, collaborative, and proactive strategy to prepare for unforeseen emergencies, respond to crises, and uphold overall safety. When necessary, it seeks assistance from key partners, including the Guam Police Department, Guam Fire Department, Mangilao's Mayor's office, Guam Homeland Security, and the Office of Civil Defense. This collaborative approach ensures a collective effort in addressing emergencies and maintaining a safe environment for the College community.

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 communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders. Board of Trustees Policy 460 -Academic Freedom gives students the freedom to explore and inquire, as it is a fundamental part of their learning journey.

This policy supports their academic growth and individual development. The College is committed to fostering an environment that supports students and faculty. The Student Handbook was created in accordance with Board Policy 500. It outlines rules regarding student behavior and relationships within the college community and must be reviewed annually. The Student Handbook highlights student rights and responsibilities. The student code of conduct, included in the handbook, addresses the College's adherence to the Family Educational Rights and Privacy Act (FERPA) guidelines. Additionally, the code outlines expectations for student behavior, stressing compliance with laws, respect for others' rights, and fostering a safe and conducive learning environment.

The BOT Union Contract 2023-2029, Faculty Rights to Academic Freedom, supports the importance of academic freedom in teaching and research, emphasizing the importance of freedom of expression. Faculty have the freedom to discuss curriculum matters, engage in classroom projects, and invite guest speakers related to their courses. Additionally, the Agreement aligns with Board policy 460 which notes the significance of academic freedom in accordance with institutional policies. Faculty were provided training on the revised Agreement, which was ratified in March 2023. The intent of the training provided in spring and fall 2023, was to ensure faculty awareness and understanding of the updated Agreement.

The performance appraisal described in the Agreement sets clear standards for faculty performance. It provides for proper training for evaluators to adhere to specific criteria outlined in the Faculty Evaluation Rubric. Timely feedback to faculty members is part of the performance appraisal process. These measures reflect the institution's dedication to upholding academic standards and promoting excellence in teaching and learning.

The institution's Code of Ethics emphasizes values such as scholarship, lifelong learning, service, diversity, excellence, and integrity, with a focus on building a genuine sense of community while upholding the institution's reputation. GCC Board Policy 470, indicates that employees are expected to adhere to principles that promote ethical behavior, accountability, fairness, and excellence in their actions and decisions. Board Policy 500, states that provisions which are directed at or govern behavior and relationships of students with and within the College community and environment fall into the broad category of student affairs.

The core values outlined in the Student Handbook, including diversity, accountability, service, integrity, learning-centeredness, and student focus, provide clear expectations for academic integrity and freedom of inquiry to students. These values emphasize the importance of creating an inclusive culture that respects diversity and promotes collaboration, holding individuals and the institution accountable for their actions, providing service to the college and community, upholding high standards of integrity, prioritizing student learning and development, and being student-focused. The core values explain how students need to understand and adhere to these

principles. The institutional learning outcomes outlined in the handbook wants students to be effective communicators and critical thinkers. The institution encourages ethical behavior and values diverse perspectives. The Student Handbook also outlines students' responsibilities which sets clear guidelines and expectations so students understand their role in upholding academic standards and maintaining academic integrity and other standards of academic performance as established by College policies and regulations. Page 9 of the Guam Community College Student Handbook, emphasizes the importance of academic integrity. Disciplinary policies and student conduct and grievance procedures can be found in the Student Handbook, which can be accessed via the College website.

The College recognizes that academic integrity is fundamental to learning and is reflected in its Institutional Learning Outcomes. Academic Integrity is included in the Adjunct Faculty Handbook. The Adjunct Faculty Checklist requires that language on academic integrity be included in course syllabi. The same syllabi checklist is used by full-time faculty as shown in a sample syllabus.

The AY2023-2024 College Catalog demonstrates how the institution holds high standards of character and integrity as the foundation upon which the College is created. Searchable on the college website, the catalog includes the clause on academic integrity. Appendix J of the catalog reiterates BP460 on academic freedom. The Institutional Learning Outcomes (ILOs) anchors the Academic Information section of the catalog highlighting its importance on building knowledge skills and abilities and values to students.

In order to ensure that all employees are aware of the College's commitment to the principles of academic freedom, academic integrity, and freedom of inquiry new employee and adjunct orientations are conducted by the Human Resources Office. Additionally, adjunct faculty training is conducted by the School of Trades and Professional Services' Associate Deans.

While academic integrity is introduced in the Student Handbook following are student conduct procedures. The TSS Associate Dean is the administrative officer who has the overall responsibility and authority to supervise student conduct and administer sanctions as delegated by the President, and in consultation with the Dean of the School of Technology and Student Services, as appropriate. In the absence of the TSS Associate Dean, the Dean of Technology and Student Services and Dean of Trades and Professional Services may receive and investigate a complaint or allegation and administer appropriate sanctions for violations. College officials complement the role of Student Support Services in terms of responsibility for the safety and security of persons and property.

Student code of conduct is an essential part of the catalog's general information section which outlines expectations for student behavior, emphasizing adherence to federal and territorial laws,

as well as college regulations. This section gives students direction to know their rights and responsibilities especially towards reading and understanding policies and procedures in their Student Handbook.

The section on "Ethical Conduct and Responsibilities of GCC Employees" in the personnel rules and regulations is crucial in aligning with the standard of upholding academic freedom, academic integrity, and freedom of inquiry. By stating that employees must perform their duties ethically and in accordance with laws, the handbook establishes a foundation for maintaining the integrity of the institution.

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.

Since its creation in 1977, the Guam Community College has been committed to maintaining a culture where students, faculty, administration, and staff members work together in a positive, collaborative way. While the structures that maintain these constituent relationships have evolved, the College has maintained its commitment to governance, knowing that success in serving students is contingent upon its ability to be responsive to everyone the institution employs and serves. The College remains anchored in the belief that better decisions, and therefore better service to Guam and its students, come from the involvement of all stakeholders. The College has a well-defined organizational structure that supports its achievement of its mission. The institution emphasizes collaboration, participation, and educational excellence through GCC Board Policy 100. The 2020-2026 Institutional Strategic Master Plan (ISMP) articulates its commitment to continuous improvement and success. The ISMP and board policies are available to stakeholders on the College's website.

The presence of various bodies such as the Board of Trustees (BOT), President, and other institutional leaders are identified through the GCC Board Policy 140 - Organizational Chart of Guam Community College together with the College Governing Council (CGC), Council of Postsecondary Student Affairs (COPSA), faculty and staff senates along with institutional committees that constitute the College's participatory governance process. Each of these bodies represents different perspectives and interests within the College community. The Board of Trustees (BOT), as the overarching governing body, holds a significant role in decision-making and setting the institution's direction. This 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. Common values of all participant groups include collaboration, student-centeredness, transparency, and integrity. AY 2023-2024 GCC Participatory Governance

Structure. The implementation of participatory governance fosters a systematic and inclusive approach to discussing, planning, and implementing correcting measures for issues affecting the institution.

Procedures for GCC's decision-making are documented and widely available to relevant stakeholders. Participant groups led by the Board of Trustees (BOT) include the President, College Governing Council (CGC), institutional committees, faculty senate (FS), faculty senate committees, staff senate (SS), and the Council on Postsecondary Student Affairs (COPSA) members, as outlined in the AY 2023-2024 Participatory Governance Handbook. AY 2023-2024 GCC Participatory Governance Handbook. The Board of Trustees and all institutional committee meetings are open to everyone in the campus community, which fosters transparency and clarity. Published agendas, attendance records, meeting minutes and committee reports are accessible on the College's public website and My GCC portal. This further enhances transparency allowing everyone to stay informed about discussions and decisions made by these governing bodies. Board of Trustees - Guam Community College

Roles, responsibilities, and opportunities for participation in decision-making are clearly defined. The GCC Board-Faculty Union Agreement outlines the responsibilities and role of the faculty in institutional governance. Guam Community College Board of Trustees & Faculty Agreement 2023-2029. The Guam Community College (GCC) roles, responsibilities, and opportunities for participation in decision-making are clearly outlined and defined in the AY 2023-2024 GCC Participatory Governance Handbook. GCC's participatory governance process includes the Board of Trustees, which has representatives such as the Student Trustee, Support Staff Advisory Member and Faculty Advisory Member; President of the College; the Staff Senate; Faculty Senate; the College Governing Council; and the Resource, Planning and Facilities Committee. The Governance page on the GCC website has the list of internal stakeholders: Governance - Guam Community College | GCC Guam Each entity within the governance structure has specific roles, responsibilities and opportunities for decision making.

1. Board of Trustees (BOT): The Board of Trustees adopts policies necessary for the functioning of the College, reviews the performance of the College President, and ensures that GCC is meeting the needs of Guam, as appropriate. When policy-related considerations have been fully reviewed and formally recommended via GCC's participatory governance process, the President brings these matters to the Board of Trustees, who decides whether or not to act on these items, rendering decisions that are in the best interests of GCC and its stakeholders.

2. The GCC President: The President's role as the Chief Executive Officer (CEO) is pivotal in overseeing the execution of the College's mission and ensuring the institution operated effectively. Responsibilities of the President include ensuring GCC aligns its operation, initiatives, and strategic direction with the mission and goals set forth by the college. Decision making authority when policy related recommendations are brought forth by the

College of Governing Council (CGC).

3. The College of Governing Council (CGC): addresses College wide governance concerns and consists of voting administrators, students, faculty, and staff representatives who collectively make governance related recommendations to the College president and College Board of Trustees.

4. The Council of Postsecondary Student Affairs (COPSA): The official student representative body for student governance and guides student organizations, collaborated in the formulation of policies and procedures that affect students and serves as the voice to address student concerns. COPSA | Council on Postsecondary Student Affairs - Guam Community College

5. Local (Union) Committees are the Calendar Committee, the Resources, Planning, and Facilities Committee, the Negotiations Committee, the Advancement-In-Rank Committee, the Professional Development Initiatives Committee (PDIC), and the Faculty Senate.

6. Institutional Committees: Accreditation Standards Committees, Curriculum Review Committee (CRC), Committee on College Assessment (CCA)

7. Staff Senate: is the official representative body of the College's staff members, who are classified full-time permanent employees that support the work of GCC's academic administrators and faculty.

Along with College policies that encourage student participation in the governing process:
- GCC Board Policy 500 - GCC Student Handbook Policies
- GCC Board Policy 505 - Student Co-Curricular Activities

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 reflected in the institution's policies, structures, and functions.   Public Law No. 14-77 established the GCC Board of Trustees (BOT). The Board is comprised of seven (7) trustees. Six (6) of which are appointed by the Governor of Guam and may be comprised of the following: one (1) trustee representing business and industry and employer organizations; one (1) to represent organized labor organizations on Guam; and four (4) members may represent the general public.   One (1) BOT member is the

Student Trustee elected by peers.   This also aligns with <u>GCC Policy 195 - Selection and Appointment of Guam Community College Trustees</u>.   Representation from the student trustee ensures that student input is considered. Faculty and staff advisory representatives participate in BOT meetings. The Board works collaboratively with the President, faculty, staff, and student leaders of GCC. Hence, the College's structures and functions are integral to the decision-making process and governance.

BOT positioned itself and made every effort to communicate with all board members, the College community, and stakeholders in decision-making. Decisions are shared and available to stakeholders through the BOT meeting minutes published on the GCC website, My GCC portal, YouTube live streams, and other media platforms. This process promotes inclusive culture at the institution at all levels.

The College has a Participatory Governance Structure Handbook that was updated and ratified on May 11, 2023, based on the collaborative process involving the institutional leaders, governance leaders, and alignment with the 2023-2029 GCC Faculty Union and the Board of Trustees. Faculty Senate, Staff Senate, and Council on Postsecondary Student Affairs (COPSA). Further, the College established the College Governing Council (CGC) and the Resources, Planning, and Facilities (RPF) Committee, which are key components of the governance structure. The Committee and Council have a participatory role in the decision process through deliberations and actions that are submitted to the President for Board approval.

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The Curriculum Review Committee (CRC) ensures the quality of the curriculum that reflects the island community's needs and guides and continually improves institutional and student learning outcomes. The CRC comprises academic administrators and faculty (including ad hoc relevant

staff). Faculty and administrators are responsible for curriculum development, quality, and continuous evaluation and assessment of that curriculum. The Committee on College Assessment (CCA) guides and assists campus constituents in fulfilling their assessment requirements through the careful review and feedback of assessment plans, reports, and program reviews. Institutional assessment and curriculum development are ongoing at the College.

The institution systematically seeks meaningful data on student learning outcomes, programs, and services through assessment, creating a culture of accountability and continuous improvements. Decision-making practices result in decisions that support institutional innovation and advance the institution's mission. Outcomes guide the decisions to improve learning outcomes, courses, programs, services, and processes. Implementing improvements based on findings at all levels demonstrates the College's commitment to accountability. Further, budget decisions are based on assessment.

The Committee on College Assessment (CCA) is charged with reviewing the assessment plans, the evaluation methodology, and the implementation of the assessment outcomes and validating the budget requests based on assessment results. GCC employees with Nuventive access have access to CCA meeting minutes and can view the results of the assessment activities. The GCC Assessment Handbook provides a framework to develop an assessment plan that includes the activity, data collection, analysis of results, and decision on how the assessment results would be used for improvement. The CCA provides feedback to the authors after each review.

Board Policy 306 was adopted on September 4, 2002 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and Board of Trustees). The College conducts annual academic and administration unit assessments for accountability and improvement. The College uses Nuventive Improvement Platform, a web-based planning and improvement software to assess the Institutional Strategic Master Plan (ISMP) for student learning outcomes, programs, administrative unit outcomes or support services, and the Board of Trustees. Data is organized to show the institutional effectiveness (strengths and weaknesses) in meeting the College's mission, goals, and objectives.

Ongoing communication and opportunities for collaboration, the College utilized avenues to engage with stakeholders. For instance, the President actively engages with stakeholders through a biannual "Meet the President" forum held at the multipurpose auditorium and widely advertised to the College community. During these sessions, the President updates College finances, capital improvement projects, and accreditation processes. Importantly, this forum encourages open dialogue by allowing attendees to ask questions and receive answers, fostering a collaborative and transparent relationship between the College's leadership and community.

The collaborative efforts open paths and spur innovative processes across the institution to advance its mission to meet the needs of the community and the region. For example, The College demonstrates a climate of collaboration at the College level and throughout the community. For example, the College anticipates Guam's economic conditions to rebound affected by COVID-19. The economic rebound would increase demands for educational services and the need for upskilling for a rapidly changing work environment. In 2021, in partnership with the Guam Department of Labor, the private sector partners, GCC hosted the Workforce Opportunities Reimagined Conference (WORC) to examine the training needs and economic potentials to create an Action Plan to rebuild Guam's economy after GCC's boot camps provided new skills in the immediate needs of the workforce.

The institution continues to foster and strengthen the shared understanding and a culture of transparency through conversations, inputs, reports, decisions, and outcomes communicated to all stakeholders. The structures, functions, and practices support collaboration, allowing innovative practices, processes, and policies to prioritize student outcomes and meet its mission.

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 Institution's governing board duties and responsibilities are outlined in the following policies identified. In Board Policy 110-Board Policy Development and Review, the Board of Trustees does develop broad institutional policies to encourage and maintain good educational practices throughout the institution. As the board members change, the Board Policy 120-Orientation of New Board of Trustees Members is enacted, the new board member is given a general orientation to the current status/activities of Guam Community College. Each board member is given a Board of Trustee (BOT) Membership handbook of their duties and responsibilities as a board member. These duties and responsibilities are identified in the Guam Community College Board of Trustees By-Laws. With Policy 360- Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees, the Board adopted an established cycle of program evaluation to fulfill the following objectives: Assess program quality, productivity, need and demand; Improve the quality of academic offerings and career and technical training; Ensure appropriate allocation of resources; Determine the program's effectiveness and implement program improvement strategies. These evaluations are reported at the Board of Trustees meetings. During these regularly scheduled monthly Board of Trustees meetings, the President provides her report. One of the President's reports identifies the aligned financial stability of the College to all academic courses and outcomes. The academic quality and outcomes are reported to the Board of Trustees (BOT) and all vested stakeholders during the BOT meetings through the Student Trustee, Support Staff

Advisory member and the Faculty Advisory member. The reports may be viewed in the Board of Trustees Minutes - Guam Community College. The BOT's fiscal responsibilities are also aligned with the GCC BOT Policy 200, "Fiduciary Responsibility."

The governing board has monthly reviews of the Institution's academic quality and equitable outcomes as defined in the GCC Participatory Governance Handbook. The governing board's active participation in the scheduled monthly BOT meetings records their attendance and participation of the Institution's status. Their participation and commitment to the College can be viewed on the GCC website under Publications Publications (Public Reports) - Guam Community College | GCC Guam, Financial Information - Guam Community College. The review of student learning outcomes is recorded in the minutes of Board meetings.

The College has a policy manual (consisting of hard copies of all the current Board of Trustees policies), or other compilation of documents (non-policies) that delineates the governing board's role and responsibility in ensuring the financial stability and responsibility of the College referring to GCC Board Policy 113-Access to Board Policies. The Board of Trustees (BOT) also adheres to the GCC Policy 115 - Code of Trustee Ethics & Conduct. This policy defines the governing board's roles and responsibilities, which is also included in the BOT Handbook. BOT policies Series 100-700 may be accessed in a binder (Policy Manual/Policy Handbook) at the Recording Secretary's office at the Office of the President and are also posted in the Board of Trustees - Guam Community College. The Board also complies with the BOT By-Laws posted on the BOT webpage. With GCC Board Policy 200 - Fiduciary Responsibility, the Board is updated with monthly financial reports of the College's financial and physical stability.

Board meetings in which the President reports the financial status of the College under the President's Reports at all regularly scheduled Board meetings. These meetings are usually scheduled monthly. Board of Trustees Minutes - Guam Community College

The broad participation of faculty and administrators in the decision-making processes that support policies, planning, budget, and institutional effectiveness is vital to the College mission and student success. BOT Union Contract 2023-2029, under Article XII Participatory Governance Pg. 43.

The GCC BOT Policy 110, "Board Policy Development & Review" is in place for the review of BOT policies. This policy was initially developed for a 2-year review and has been updated to be reviewed cyclically, or as needed "to maintain currency on a regular basis as deemed necessary and appropriate." Along with Board Policy 113- Access to Board Policies - the Board of Trustees periodically amends, deletes, or adds policies necessary for the efficient operation of the College. All stakeholders are represented to include the President; Vice President of Academics Affairs; Vice President of Finance & Administration; students through Student Trustees; faculty

through the Faculty Advisory member; staff through the Support Staff Advisory member; and the Deans through policy invites.

The internal process for policy reviews is through email invites issued by the Recording Secretary (Administrative Secretary) who provides a list of policies that are up for review. A policy review tool consisting of a review criteria is also provided by the Recording Secretary for participants submitting any recommendations. A meeting in person, or Zoom, is scheduled and another invite is issued as a reminder. As each policy is reviewed, revisions are made utilizing track changes and are then placed on the Agenda to be considered at the next Board meeting. Policies with the track changes and policies with the final versions are provided as part of the Board packet for comparison. Policies without changes are still provided as part of the Board packet and noted as reviewed without changes. Once the policy is adopted, the BOT meeting date is indicated as the last review date. This date is the guide for when a policy should be next reviewed.

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 Guam Community College Board of Trustees (BOT) is the governing board for this institution as stipulated in the institution's enabling act under Public Law 14-77, as amended, per Title 17 of the Guam Code Annotated, Division 4 under Chapters 30-34; and Division 5 under Chapters 40-54.

The Board has established policies and procedures for the selection and evaluation of the College President, per Policy 455, "Selection of President." The current President/Chief Executive Officer of the institution was selected and employed on a full-time basis in 2007. Based on this BOT Policy, the BOT's selection qualifies in meeting the needs of the institution and the students, in line with its Mission.

With Policy 455, the BOT By-Laws; and through the GCC enabling Act under Title 17 GCA, Chapter 31, Section 31110, the BOT has authority to delegate its administrative authority to the institution's CEO in adherence to these policies.

Also, under Policy 135, the CEO also serves in a dual capacity as President of the College and as Executive Officer of the Board of Trustees. In compliance with Policy 115, the BOT authorizes the CEO the "authority to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions," in order to effectively carry out her duties and responsibilities to advance the Mission of the College.

The CEO's job performance is evaluated on an annual basis through the "President's Performance Evaluation Report." The Board of Trustees has an evaluation performance sheet to evaluate the President annually. The last President's Performance Evaluation was for the period June 2022-June 2023, and was accepted during the Oct. 18, 2023 BOT meeting.

Additionally, in accordance with Policy 200, the Board delegates to the President and CEO the authority to manage the financial resources of the institution for the purpose of carrying out its educational mission. Under Policy 200, the CEO is responsible for the overall management of the financial resources of the College. This authorization includes the hiring of a Vice President for Finance and Administration to assist in the management of funds, budget preparation, and financial reporting to the BOT.

Further responsibilities given to the CEO under authority of the BOT is that the President is authorized to establish and maintain bank accounts and to be a signatory through BOT Policy 208 and Policy 209; to include establishment of funding with non-appropriated funds (Policy 212) and the promotional and development account (Policy 216). The governing board ensures that the CEO of the institution provides financial reports, which may be accessed through Board Minutes and Public Reports on the institution's website. Board Meeting Agendas/Minutes

The BOT also sets clear expectations for regular reports on institutional performance from the President. The BOT By-Laws Article V, Section I (President), also outlines the President's responsibilities, which includes reporting on the status of the College.

During each of the regularly scheduled monthly meetings, the CEO reports out to the BOT regarding the financial status of the institution; status of programs and services to include Capital Improvement Projects (CIP) with renovations and campus facility upgrades; workforce development programs such as Boot Camps and Apprenticeship programs; student scholarships; and other ongoing activities. These reports are reflected in the BOT minutes, which may be viewed on the GCC Board of Trustees webpage.

The President's reports are tied-in with the goals articulated within the Guam Community College Institutional Strategic Master Plan (ISMP) 2020-2026, which was adopted during the October 4, 2019 BOT meeting.

The ISMP is used as a guide for the College as an institution in moving forward with the needs for the students such as providing programs and upgrading of facilities for a more conducive educational environment; and as well as professional development for the faculty, staff and administrators that ties in with the College's Mission Statement.

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 (BOT) demonstrates its effectiveness as a collective unit in support of the mission of the College through adherence to its enabling law, which requires that a concurrence of a majority of at least four (4) Board members, as opposed to a simple majority of the quorum of Trustees in attendance, at a duly called and noticed regular or special meeting of the Board, which is open to the public in accordance with law, shall be necessary to the validity of its acts (17GCA § 31101(c)).

The BOT also adopted and adheres to GCC Board of Trustees Membership Handbook, which stipulates "A trustee is a member of a lay board which acts AS A UNIT to: set policy direction, evaluate implementation of policy, and 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, serve as a positive agent of change."

Upon appointment to the GCC Board of Trustees by the Governor and confirmation by the Guam Legislature, new appointees to the BOT 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. Prior to nomination, Board appointees are selected by the Governor and confirmed by the Guam Legislature ensuring their standing as members of the community who conduct themselves in a professional manner. Once appointed, Trustees are required to review Board Policy 115 – Code of Trustee Ethics and Conducts and Board Policy 120 – Orientation of New Board of Trustees Members.

During Board of Trustee monthly meetings, the BOT deliberates on a variety of matters, including resolutions, policies and the GCC budget. During this process, deliberations are done openly, unless stipulated by law. Members express their opinions and preferences. However, once a matter has been decided by vote, all members are expected to uphold the collective Board decision. Board Policy 115 – Code of Trustee Ethics and Conduct

The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies. The Board is provided with a Board of Trustees Handbook which includes the BOT By-Laws, GCC Policy 115 - Code of Trustees Ethics & Conduct; and Policy 120.Orientation of New Board of Trustees Members.

Trustees attend conferences off-island offered by the Association of Community College Trustees (ACCT) annually such as the ACCT Leadership Congress, the National Legislative Summit, or Governance Leadership Institutes. ACCT is the "national association that represents community college governing boards through federal-level community college advocacy and comprehensive trustee education" and "is the only national association that exists exclusively to meet the needs of community college boards. ACCT Governance Services support boards of trustees and campus leaders in fulfilling their roles and responsibilities, advancing institutional mission, and facilitating student success." (Website: Governance Services | ACCT)

The conference most attended by Board members, including the President, is the ACCT Leadership Congress, which Board members are encouraged to attend: Trustee Education | ACCT Trips reports from Board members reflect knowledge acquired by the Board members. The Agendas for said conferences also provide issues discussed. These training for professional development increases the Board's knowledge for best practices in their roles and responsibilities as Trustees. These conferences provide updated knowledge to the Board by networking with other trustees. The College is a member institution with ACCT as well as the Board of Trustees.

In compliance with Public Law No. 36-25, "Relative to Updating the Ethics in Government Training Program and Requiring Ethics Training for All Government of Guam Employees," BOT members are required to attend an ethics training, which is mandatory for all government employees, including all appointed officials to include the BOT, as well as the Student Trustee.

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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