

## **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 assuring equitable educational opportunities and outcomes for all students.**

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 courses offered, the supplies used, the equipment purchased, and the decisions made everyday are all centered around the mission of GCC. The GCC mission statement declares the college's purpose for its existence. The values and culture of the GCC community is reflected in the behaviors of the governing board, administrators, staff and students. Adopted as a practice of priority, the mission statement is recited before every Board of Trustees and department team meeting, and at stakeholder events such as the semi-annual College assembly. Furthermore, the GCC mission statement is published on the GCC website, College catalog, Fact book and on GCC-official public documents.

Guam Community College (GCC) is Guam's only community college. Established in 1977 the College serves both secondary and post-secondary students. GCC is the lifeline to Guam's economic growth by providing critical workforce development and education services supporting adult education, apprenticeship, and post-secondary programs. The college provides quality career and technical education programs and serves a predominant number of Micronesian and Asian students. GCC offers one bachelor's degree (four-year degree), 24 associate degrees (two-year programs), and 17 certificates (one-year programs). GCC also offers a U.S. Department of Labor-approved Apprenticeship program in conjunction with over 100 island employers. Over 500 apprentices are currently enrolled in the program.

Additionally, GCC offers Adult High School, General Educational Development (GED®) and English as a Second Language. GCC also has a significant role in the six island public high schools in that it offers career and technical education programs in Allied Health, Automotive Services Technology, Automotive Collision Repair, Construction Trades AutoCAD, Construction Trades Carpentry, Construction Trades HVAC, Early Childhood Education, Electronics Technology, Marketing, Tourism Lodging Management Program, Tourism ProStart, Telecommunications, and Visual Communications in the high schools with an average enrollment of over 2,600 students (in sophomore, junior, and senior grade levels) at any given time.

GCC has taken major strides to promote inclusion and social justice through recent policies defining diversity, equity and inclusion. On February 10, 2023, GCC Board of Trustees adopted Policy 161, committing to diversity, equity and inclusion (DEI) that is dedicated to maintaining an environment that supports the diversity of people and ideas. The college is committed to achieving and honoring diversity in all its operations by ensuring that the educational and working environment promotes respect for all individuals, regardless of differences. The GCC Office of Accommodations regularly shares information on DEI and accessibility for all students and employees through the *mygcc* portal and email distribution lists and hosts public training events for the local community on campus.

To meet the mission to respond to local and regional occupational needs, workforce development is dependent on industry feedback through advisory committee meetings with faculty and subject matter experts from the local and federal government and private sector. GCC's programs are developed and guided by Policy 161. GCC promotes diversity in non-traditional fields by partnering with special population segments such as the Micronesia community non-profit organizations, the Department of Vocational Rehabilitation, the Department of Integrated

Services for Individuals with Disabilities and the Veterans assistance programs to participate in Ship Repair, Truck Driving, Bus Driving, and Construction bootcamp training programs. The workforce development training bootcamps, certifications, apprenticeships, continuing education, professional development programs and memorandum of understanding agreements with industry partners and sponsors are created after conducting needs assessments and through continuous engagement with the private sector and government stakeholders.

### **Standard 1.2**

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

After receiving a full seven-year accreditation in 2018, GCC decided to align our current strategic planning process with the newly awarded accreditation period. Since 2016, GCC has been going through a transformational journey with Drs. Laura M. Torres Souder and Samuel Betances. Through the facilitation of Drs. Souder and Betances and utilizing the transformation framework, the GCC community engaged in conversation with all stakeholders to revise the Institutional Strategic Master Plan (ISMP) to include GCC's transformation initiative.

The formal planning process was conducted during the 2018 Fall Convocation entitled, "Beyond Accreditation: Strategic Thinking for 2025" During this event, members of GCC employees from a variety of offices and departments consisting of administrators, faculty and staff engaged in developing objective statements for the following 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, and Goal 5: Modernizing and Expanding Infrastructure and Technology.

The core team reconvened to review the feedback received during the 2018 college assembly. Student Focus Groups were held December 14, 2018 and January 18, 2019 and the Industry Partners' Forum was held on January 24, 2019 to round out the process of garnering feedback to maximize the gathering of input from stakeholders. This planning document reflects the voices and contributions of all who participated. ([ISMP 2020-2026](#)). The ISMP goals are part of our assessment and budget request process. This document was fully approved by GCC's Board of Trustees October 4, 2019.

### **Standard 1.3**

At the heart of Guam Community College holding itself accountable for achieving its mission are the Institutional Strategic Master Plan (ISMP) goals. The five goals of the newly updated ISMP are:

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

The assessment process of the college through the use of the Improve Assessment System allows for assessment reports of service outcomes, learning outcomes, and program outcomes to link directly to the ISMP goals. The linking of assessment reports to the ISMP goals allows for an

objective view of how effectively the College is meeting its mission. The assessment plans and reports are submitted to the Committee on College Assessment (CCA) who then review and provide feedback on whether the reports have been approved or disapproved with recommendations. [\*\(Link evidence of CCA feedback to authors\)\*](#)

In addition to assessment reports, the College also releases the “Gateways to GCC” report. In order for the College to achieve its mission, GCC believes in providing its students with the best start to their college journey as possible. GCC provides students with various paths to jump start their college careers by minimizing or removing barriers of non-credit courses, awarding dual credit, and allowing students to be dual enrolled. The Gateways to GCC report provides an analysis of disaggregated data of students who have participated in our CLYMER program, dual credit program called DCAPS, and dual enrollment program called DEAL. [\*\(Link three most recent Gateways Report\)\*](#)

Our CLYMER program which stands for Classroom Learning Yields Math and English Readiness allows students to place directly into credit bearing Math and English courses based on a student’s high school Math and English grades and overall grade point average.

Implemented in Spring 2017, CLYMER allows for direct enrollment into the following Math courses: MA110 Finite Mathematics, MA115 Fundamentals of College Algebra, MA161A College Algebra & Trigonometry, MA165 PreCalculus, and MA203 Calculus I. For English, CLYMER allows for direct enrollment into EN110 Freshman Composition.

The disaggregated data for CLYMER is done separately for Math and English. The data of the successful completers' grades are analyzed for each participating high school, both in the public and private sector. The report then determines the success rate of the participants who earned a grade of a "C" or better and grade of a "B" or better. An overall success rate analysis of CLYMER is also done to see the success rate of the program since implementation.

Our dual credit program, Dual Credit Articulated Program of Study (DCAPS) allows high school students in our public school system participating in our secondary Career and Technical Education programs who earn a certificate of completion or a certificate of mastery be awarded college credits at GCC. The participating secondary programs that award dual credit are Automotive Services Technology, Construction Trades –AutoCAD, Construction Trades – Carpentry, Construction Trades –HVAC, Early Childhood Education, Electronics, Health Careers and Sciences, Marketing, Telecommunications, Tourism: Lodging Management, Tourism: ProStart, and Visual Communications.

The disaggregated data for DCAPS is broken down by CTE program for each high school. This will allow program managers to analyze which school has the most dual credits awarded and which programs had the highest rate of awardees for each school. An overall analysis is then done to determine which program has the highest rate of awardees when combining all of the participating high school data. An analysis is then done of completers versus awarded dual credit to determine the conversion rate of students who earn a certificate of mastery and who apply at GCC to avail of the college credits.

The dual enrollment program, Dual Enrollment Accelerated Learning (DEAL), allows high school students age 16 or older to enroll into college bearing Math and English courses. The Guam Department of Education high schools, three private high schools, and the Home School Association of Guam, have a signed dual enrollment agreement with GCC. As the receiving institutions, the high schools determined what college credit bearing courses are accepted in place of their current graduation requirements. The disaggregated data for DEAL analyzes the completers by high school, grade(s) earned, and method of placement into the college bearing course.

With CLYMER, DCAPS, and DEAL, the College provides students with various methods of starting college steps ahead of the typical starting line. Our mission is centered on providing a high quality workforce. But in order to provide a high quality workforce, students need to complete. The Guam Community College is a firm believer in having students begin at a great starting point. With a great start, more often than not results in a great finish.

For GCC to hold itself accountable with meeting its missions, sometimes a big picture analysis is required. Conducting a program review helps meet this need. Program review allows GCC to assess the status, effectiveness, and progress of academic programs and assists with identifying potential solutions to barriers and areas of improvement. Disaggregated data on faculty, course offering, number of sections, enrollment, completion rates, degrees awarded, etc. are generally included in program review reports. We are currently updating our program review template. Deans from both the School of Technology & Student Services (TSS) and the School of Trades and Professional Services (TPS) are working with the office of Assessment, Institutional

Effectiveness & Research (AIER), and the Vice President for Academic Affairs with developing a new template through Nuventive. The new program review template will allow department chairs and program managers instant access to disaggregated data between face to face course offerings and online course offerings. Access to disaggregated data will be readily available for authors with the new template through Nuventive as they are progressing through the Nuventive template. This will allow a much smoother transition from data analysis to data interpretation.

#### **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.**

Institutional process of planning takes a cross-organizational approach capturing the broadest span of governance. This process of participatory governance involves stakeholders from students, faculty, administrators, staff and industry partners. Participatory governance ensures that institutional assessments and plans reflect a diversity of input and that outcomes document progress. Systematic planning and evaluation is evident through formative program assessments, participation from governance bodies like College Governing Council (CGC), Resource, Planning and Facilities (RPF), as well as institutional plans like the GCC Institutional Resource Plan and Campus Master Plan.

Assessment cycles occur during the Fall and Spring semesters, while department budgets are prepared and submitted by the month of November. Department growth budgets are data performance driven. Data is recorded using the institutional computer application program IMPROVE. The assessment cycle runs through a 4-part phase: plan, data collection, data



analysis, and summary of results/implementation. Similarly, department budgets (goals and objectives, performance indicators) are linked to IMPROVE assessment processes. The college committee on assessment (CCA) is comprised of faculty, administrator and staff from the Office of Assessment, Institutional Effectiveness and Research (AIER). The chair is a faculty representative and the Assistant Director of AIER serves as co-chair. The CCA meets weekly throughout the academic year and provides committee recommendations to assessment authors whether academic or administrative units.

Both the RPF and CGC are within the participatory governance structure. The 2023-2024 Participatory Governance Structure Handbook describes the CGC's primary function to make governance-related recommendations to the College President and the College Board of Trustees. The CGC is composed of one administrator appointed by the President, Presidents of the faculty union, faculty senate, staff senate and the council of post-secondary student affairs. The CGC meetings occur at least once a semester or as needed, with all meetings of the CGC being announced and public, with the exception of executive sessions

The RPF committee has two chairpersons and is comprised of the faculty union president (Chair), faculty member appointed by the union president, the faculty senate president, the vice-president for finance and administration (Chair), a representative from facilities maintenance, an administrator appointed by the College President, and no more than an equal number of staff and student representatives. The RPF Committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that

have a great impact on student learning outcomes (SLOs). The RPF meets monthly during the academic year or at the call of either chairperson.

A review of the budget by the RPF and CGC governing bodies occurs in the Spring semester with final submission to the Board of Trustees (BOT). The RPF submits its recommendations to the CGC. Upon the review of priority projects from the RPF committee, the CGC submits its recommendations for budgetary consideration and approval to the GCC President. The President then incorporates priority projects in the annual budget for final review and approval by the BOT.

Institutional developments are a result of systematic planning and evaluation resulting in institutional plans. Plans are formalized after obtaining stakeholder input through the participatory governance process. Plans are updated as indicated in the planning document or amended as needed. Thus, institutional plans, as well as academic program assessment outcomes, serve as the formal reference documents for systematic decision-making to plan, prepare and provide for the needed fiscal resources to support workforce training and resources needs for student-centered success. The institutional assessment process and plans are thus integral to advance mission outcomes.

Mission outcomes through participatory governance is evident with academic programs, finance and facility improvements. using the institutional assessment tool and planning documents. Continuous quality improvement is measured through the institutions IMPROVE program application. Institutional outcomes are assessed through programs, budgets and plans. For

example, as a result of the program review and assessment, the college in 2019 submitted a substantive change to the Accreditation Commission of Community and Junior Colleges (ACCJC) to replace the Certificate in Practical Nursing to an Associate Degree. This decision, in light of college mission, was to align with curriculum hours necessary to meet the growing demand for nurses. In 2020 the college welcomed its first cohort of practical nursing students majoring in an Associates of Science degree in nursing. In AY 2019-2020, the program completed its first program assessment cycle for the newly created AS degree in Practical Nursing. Use of summary results and implementation status based on the assessment criteria provided information which would provide guidance for continuous improvement. For example, assessment criteria met and program faculty decided to using the Nursing Care Plan rubric because of its use in healthcare settings. From this process, budget growth was implemented to support program growth. [INSERT LINK # OF GRADUATES AND PEFORMANCE RATE MEASURES]

Another example would be the financial investment of the colleges' electronic payroll system. From data assessment and implementation status, the college administration in 20.... implemented an upgraded electronic payroll system. [INSERT LINK TO OUTCOME ASSESSMENT REPORT AND IMPLEMENTATION STATUS] A third example of implementation status would be the new and improved color coded identification badge and investment in student ID machine. [INSERT LINK TO # SERVED AND ACQUISITION DOCUMENT] Completed capital improvement projects stemming from institutional plans, such as the GCC Institutional Resource Plan 2023-2027. The results include [INSERT LINK: COMPLETED INVOICES] student canopy, campus wide air conditioning removal and

replacement, Building 2000 emergency generator, elevator upgrades and Building 900 bathroom renovation.

### **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 improvement. (ER 19)**

On an annual basis, GCC communicates progress towards the institution's mission, goals, and areas of improvement to stakeholders through various means such as, college assemblies, new employee and student orientations, publications, press releases, campus announcements, and advisory committee meetings. The GCC campus community have mandatory college assemblies. During these assemblies, information regarding the status of college (where we are at and where we need to be) is provided to all GCC constituents. Additionally, constituents also have the ability to discuss and identify areas of improvement in their respective areas.

GCC also has many industry partners who serve on advisory committees and contribute to the development and/or revision of instructional programs and courses. As part of GCC's curriculum review process, departments must ensure that formal meeting minutes from their respective advisory committees are attached to the course and/or program document. During these advisory committee meetings, GCC presents the institution's strengths, priorities, and areas for improvement and industry partners keep GCC abreast of the changes occurring within the industry. The revision of instructional programs and courses incorporate changes from the industry and the strengths, priorities, and/or areas of improvement if applicable. GCC's Curriculum Review Committee (CRC) is made up of administrators and faculty and during the

review process, authors are part of this process as well. As a means to improve CRC's review process, authors are invited to these meetings to answer any questions the committee may have regarding the document and to make the necessary changes instantly; this initiative is effective and efficient.

To ensure that GCC is meeting the needs of students, GCC conducts an Individual Educational Development Assessment (IDEA) survey twice an academic year. The survey allows students to provide a constructive assessment of the instruction they received per course. The results of the survey identifies deficiencies and/or strengths and reported back to the instructors to make necessary changes to improvement or increase student success. The survey results are accessible through our website for internal and external stakeholders to review.

<https://guamcc.edu/Publications>

GCC's budget request process is highly dependent on our assessment process which is discussed in substandard 1.3 and 1.4.. In the development of a budget request, departments must include the following criteria; goals and objectives, performance indicators, and proposed outcomes. And departments requesting for a growth budget must submit the results of their assessment plan to justify the request. The proposed budgets are reviewed and approved through GCC's governance process.

Student equitable success is supported by the review of proposed curriculum changes that have been submitted and undergone a thorough review process. The input from student comes in the form of surveys, assessments, minutes from meetings, and reports. These document student

feedback and involvement in the College's decision making processes. Student involvement is documented in various institutional committees such as the; College of Governing Council (CGC), Resource, Planning, & Facilities (RPF), Board of Trustees (BOT), Drug and Alcohol Abuse Prevention Program (DAAPP), Graduate Employment Reports.

GCC constantly communicates progress toward achieving its mission and goals with internal and external stakeholders through the annual update of various publications such as; [FactBooks](#), [Annual Reports](#), [BOT Minutes and Agendas](#), [Institutional, Strategic Master Plan \(ISMP\)](#), [Institutional Assessment Report](#), etc.