

Standard 2 ISER Report

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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.

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.

Evidence of Meeting the Standard

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 students to earn degrees, certificates, opportunities for transfer to four-year educational institutions, or engage with employment prospects. GCC offers 1 bachelor, 28 associate, and 15 certificate programs. 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 design of the academic programs to ensure students’ completion of programs.

The [Policy 100 Mission Statement](#) and [Curriculum Manual](#) provides evidence of this curriculum design that all academic programs align with GCC’s mission. In addition, the College Course Catalog, and articulation and transfer agreements reassures students that “courses and programs of study at the two-year level become more readily transferable to the University of Guam, and other PPEC-member institutions, as well as other United States-based and other international institutions which have forged articulation and transfer agreements with GCC ([Policy 320](#)).”

The College aligns its mission to provide its students with quality job-training by establishing Workforce Development Advisory Committees for Career & Technical Education ([Policy 335](#)) and providing handbooks for [Student Learning Outcomes](#) and the [Advisory Committees](#). The handbooks provide guidance to achieving program goals and objectives. Academic rigor is evident in the conception of the college’s first CTE bachelor’s degree program. In addition to providing face-to-face instruction, the College provides another instructional modality “as technology continues to expand worldwide, participation in Distance Education (DE) prepares students for future employment ([Policy 340](#)).” Thus, the College developed a Distance Education Strategic Plan.

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.

Evidence of Meeting the Standard

GCC's curriculum design, development, and implementation processes are primarily faculty-driven and initiated by academic departments. The [Curriculum Manual](#) serves as a comprehensive guide, offering detailed instructions, policies, and procedures to curriculum authors. The [Student Learning Outcomes Handbook](#) aids curriculum authors in formulating measurable SLOs. The integration of feedback from Workforce Advisory Committees, licensing regulations, articulation agreements, program accreditation standards, Career Clusters, and career pathways ensure curriculum relevance, adherence to licensing requirements, and industry standards.

Integral to the curriculum development process is the Workforce Advisory Committees, established under Public Law 14-77, convening at least twice a year to guarantee curriculum alignment with current industry needs and demands. The [Curriculum Review Committee](#) (CRC), consisting of academic administrators and faculty convenes regularly, based on curriculum submissions, to facilitate real-time curriculum feedback to authors and modification, thereby enhancing the efficiency of the approval process. The administrators' curriculum endorsement process follows a specific order, meticulously documented to provide transparency and accountability. Noteworthy, is the inclusion of program workforce advisory committee meeting minutes. The responsibility of implementing approved curricula rests primarily with the academic departments. Oversight by deans and associate deans ensures faithful execution of curriculum, with department chairs actively engaged in monitoring teaching methods and content to maintain alignment with approved standards.

GCC underscores the importance of continuous assessment and data-driven evaluation, guided by [Board Policy 306 Comprehensive Assessment of Instructional Programs](#). A yearly cycle of program and course evaluation assesses quality, effectiveness, and resource allocation. 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 Platform 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.

The curriculum development process emphasizes continuous assessment, monitoring, and modification to address observed gaps in student performance. The GCC [Assessment and Curriculum Cycle Schedule 2019-2025](#) provides a roadmap to assessment plan, data collection, and reporting. Regular training sessions conducted by the Committee on College Assessment (CCA) ensure that faculty are well-versed in using the Nuventive Improvement Platform system.

Clear communication of SLOs to stakeholders is paramount. These outcomes are published in various accessible publications, including the College [Online Course Catalog, Course Descriptions and SLO web](#)

[page](#), and the print catalog. To ensure consistency, a syllabus checklist, provided by the associate dean, serves as a resource for faculty and can be found in the [Adjunct Faculty Syllabi checklist](#).

The GCC's [Secondary Career and Technical Education \(CTE\) Dual Credit Articulated Programs of Study \(DCAPS\)](#) play a pivotal role in fostering equitable learning outcomes for approximately 2,500 students enrolled in 13 GCC's Career and Technical Education courses in Guam public high schools. Serving as a bridge from high school CTE pathways to GCC certificate or associate degree programs, these initiatives promote equal access to higher education. Since the last accreditation visit, 185 students from diverse backgrounds have successfully completed the DCAPS programs.

Currently, the institution provides four high school career technical education (CTE) counselors in six of the Guam Department of Education high schools and three postsecondary counselors. 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 a central 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 a sense of equity in 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. The use of Degree Works facilitates real-time tracking of a student's progress toward graduation, with departments collaborating to create individualized educational plans for students.

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.

Evidence of Meeting Standards

In recognition of the evolving demands of the workplace, Guam Community College (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, 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 to 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 AY 2020-21, 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 fostering awareness of diversity is reflected in the range of course subjects in GCC's general education requirements particularly in Humanities and Fine Arts which the College has expanded during this accreditation cycle from 14 to 22, especially under the liberal studies program.

GCC has cultivated [articulation agreements with 16 other postsecondary institutions \(2023-24 Catalog, p.275\)](#), showcasing a commitment to both geographic diversity and a broad scope of educational partnerships. This network spans four 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 expects [denser General Education requirements of students— 37-38 general education credits—compared to the 19 to 21-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 programs. This flexibility enables students pursuing associate degrees to engage in more rigorous coursework, especially those aspiring to transition to GCC's bachelor's degree program.

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

Evidence of Meeting Standards

Guam Community College (GCC) prioritizes the accessibility of essential information for its students and stakeholders. Students are able to access the latest information about GCC's programs, degrees, certificates, course descriptions, learning outcomes, and credit requirements on GCC's website via the [Degrees and Certificates](#) tab, [GCC's Catalog](#), [GCC's SLO Handbook](#), and each course syllabi. To facilitate effective communication, the institution employs various communication methods with its students to provide information and access to GCC's programs, services, and resources. The MyGCC portal is Guam Community College's primary form of communication with GCC's internal community providing precise and up-to-date information about the institution's programs, services, and resources. The MyGCC portal includes the community email, course schedules and registration tools, Degree Works-a student academic progress tool, and campus announcements. The MyGCC portal also features student services tabs to include student job announcements, internal forms, advisor listings, and various student support services offered by the institution. The MyGCC portal also provides employees with access to governance information, budget, and employee-related forms. The Governance tab, allows constituents to access board policies, the various GCC handbooks, GCC's accreditation reports, BOT/Faculty Agreement forms and plans, and committee sites. GCC's email is the official form of communication. Students and employees are assigned an account and password to access MyGCC and their email.

GCC extends its communication efforts beyond the campus community to the public through the [GCC's website](#) and social media platforms, which include [Facebook](#), [Instagram](#), and [YouTube](#). They are utilized to communicate to the public about GCC's public events, accomplishments, and [reports](#). Postsecondary registration reminders and deadlines, boot camps, and numerous college activities are announced through the institution's website and MyGCC. GCC's website allows the public to access information on [degrees and certificates](#) offerings, the [student handbook](#), [GCC's academic catalog](#), and [public reports](#). Public reports such as accreditation reports, GCC's annual reports, security reports, Clery Act Crime Statistic Reports (2013-2022), Financial Audit Reports, GCC's Fact Books, Graduate Employment Reports, Institution Handbooks, and Performance Appraisal Reports, the Annual Institutional Assessment Reports, Institutional Master Plan reports, and the IDEA Student Ratings of Instruction Survey Reports are also accessible.

Students, employees, and the public have access to a multitude of GCC resources, which allows constituents to explore and journey through GCC to have a unique college experience. The Center of Student Involvement (CSI) provides a [calendar of student activities](#) each term. The greatest resource that the students and public can access is GCC's employees, who live by its mission and motto, "Students first. Mission Always." Students have the opportunity to engage in meaningful discussions with the faculty, staff, administrators, and community through various events. Every semester the "Meet the President" sessions provides the GCC president an opportunity to share with students the updates about the college's finances, capital improvement projects, services, programs, and accomplishments. Students also have an opportunity to make suggestions, ask questions, and share

their concerns with the President. Council for Post-Secondary Student Affairs (COPSA) officers in collaboration with the Center of Student Involvement, Reach for College, and Assessment & Counseling offices sponsor student conferences with industry partners during the Fall and Spring terms. The conferences are designed to allow industry and college guest speakers to engage and share resources with students to aid them with developing academic, social, and employability skills. Student surveys are issued at each conference to provide feedback to COPSA, CSI, and presenters. The surveys are also utilized to develop future conference topics.

Board members, management, faculty, staff, and departments participate in the assessment process, and the Office of Communications and Promotion Office creates the assessment reports. The assessment report is accessible by logging into the Nuventive Improvement Platform system with a login and password. The Office of Communication and Promotions also has its Standard Operating Procedure that provides a guideline for promoting and providing clear, accurate and relevant information to students and the community about its programs, services, or any GCC and community activities. The institution's assessment process is integral to making decisions and improvements to support Student Learning Outcomes (SLOs) and GCC's programs. GCC's Assessment, Institutional Effectiveness, and Research (AIER) Department is the clearing house for GCC's assessment distribution, data collection, and data inquiry. The Committee on College Assessment (CCA) guides authors with the assessment tools and feedback on assessment reports and results. GCC follows an institutional [assessment cycle](#) for academics, student services, and administrative units.

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

Evidence of Meeting Standards

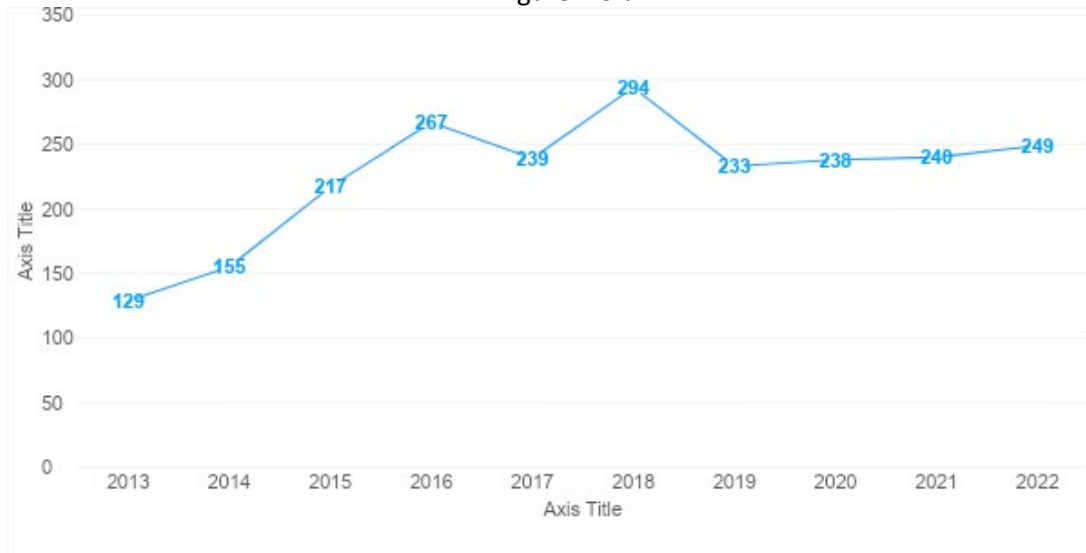
GCC schedules classes in alignment with student needs and program pathways aiming to facilitate timely program completion. To enhance student involvement, each program posts announcements and surveys on the GCC portal, enabling students to provide input on class scheduling based on their preferences. Through this collaborative approach, students can express their preferred date and time for classes, as reflected in the Master Class schedule, which is crafted based on the results of student surveys.

GCC evaluates the effectiveness of its scheduling in promoting the timely attainment of degrees, certificates, and successful transfers. Upon registering for classes, new students are strongly encouraged to consult with counselors and/or advisors. The counselors and/or advisors offer personalized guidance by creating a Student Education Plan, which serves as a guided education pathway. To further support student success, the College has adopted the Degree Works, an online academic advising and degree audit tool. This system empowers students by offering a clear educational plan and tracking their progress towards completion.

GCC systematically reviews time-to-completion data during program assessment and institutional evaluations, and devises plans to improve completion rates. Following the recent agreement between the [Board of Trustees and the Faculty Union](#), the program review is an integral part of the assessment process, obligatory for faculty as part of their duties. The program review template is now incorporated in the Nuventive Improvement Platform system, the College assessment management tool. This template underwent scrutiny from the Vice President of the Academics Affairs, Deans, and Department Chairs, each providing feedback to refine both content and process. In addition, the program review delves into disaggregated data, including gender, race/ethnicity, and age from the Factbook, facilitating a comprehensive analysis. GCC's commitment to assessment, outlined in [Policy 306](#), is evident throughout all units, guided by a structured assessment cycle.

The Committee on College Assessment (CCA) spearheaded the Program Assessment and Course Assessment process, while the Curriculum Review Committee reviews the program and course descriptions, focusing on learning outcomes and other details such as, course number, title, credit, contact hours, and their alignment with other GCC programs/courses. The Nuventive Improvement Platform system serves as the central hub for assessment authors and CCA to monitor the entire lifecycle of the assessments process from planning to the execution of recommended actions. The culmination of this assessment journey is encapsulated in the Institution Set Standard (ISS), which mirrors the outcomes derived from the comprehensive process.

Figure 2.5.a



ISS Degree Completion - Post Secondary; Benchmark = 96; Aspirational Goal = 106

In Figure 2.5.a, it shows that GCC continuously exceeds the ISS 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).

Figure 2.5.b



ISS Certificate Completion - Post Secondary; Benchmark = 73; Aspirational Goal = 83

In Figure 2.5.b, it shows that 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).

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

Evidence of Meeting Standards

Faculty and administrators regularly evaluate the effectiveness of delivery modes and teaching methodologies ensuring student needs, curricular needs, and equity are met. Results of continuous curricula review, and assessment are used to guide goals and make improvements that support equitable student learning and achievement. Various tools and artifacts are used to achieve this objective such as the biannual IDEA student surveys, cyclical assessment, curricula review, and annual classroom faculty observations.

Administrators conduct full-time faculty classroom observations at least twice annually and every adjunct faculty is observed at least once per semester. [The classroom observation guidelines](#) and the [Online & Hybrid Courses Classroom Types of Engagement, Guidelines for Observation](#) are tools used for determining the effectiveness and quality of teaching respective to various modalities. Deans conduct unannounced observations of each full-time faculty member and department chairs conduct observations on all the adjunct faculty each semester.

GCC offers various modes of delivery (i.e. Face-to-Face (F2F), clinicals, practicums, online (OL) synchronous and asynchronous) ensuring equity to include curricular and student needs. Student survey results are implemented and used by each department to determine class modality, time, and offerings. Data is collected and analyzed, DC's use data to develop a proposed schedule, and then submit to deans for approval. As a means to better determine the needs of our students, GCC plans to conduct disaggregated analysis on the various modalities and based on the results, make necessary improvements to improve instruction, increase enrollment, retention, and completion rates.

GCC's Curriculum Review Committee updates a manual and regularly meets to review adoptions, substantive revisions and non-substantive revisions of course and program guides. Embedded in this process is the requirement of involving stakeholders via advisory committee input to ensure it meets the needs of students and the workforce. The Office of Assessment on Institutional Effectiveness Committee (AIER) analyzes and approves the plans, tools, results, and implementation ensuring the quality of our ongoing assessment. GCC is proud of their comprehensive and multidisciplinary approach to curriculum review and assessment.

GCC provides numerous associates, certificates, and industry credential programs which benefit from various [articulation agreements](#) (i.e. COM-FSM, Chaminade University, University of Guam, Grand Canyon University, University of Hawaii, University of Alaska, Bellevue University, and Wayland Baptist University). The demand for shorter training with the goal of direct employment resulted in GCC's expansion of bootcamps which are condensed training programs leading to direct employment. GCC offered bootcamps in bus driving, caregiving, certified nursing assistant, construction, cybersecurity, diesel mechanic, engineering technician, HVAC, information technology, medical code/billing, ship repair, truck driving. Participation grew over 400% (546 to 2,945 participants) in a span of one year with projections of continual growth ([GCC's 2021-22 Annual Report](#), pg.12). Bootcamps enhance various

career ladders by providing shorter paths to employment as well as opportunities to earn credit towards certificates and associate degrees should students decide to advance in their respective careers.

Cyclical assessment requirements include goal(s) from IDEA surveys that identify areas needing improvement in regard to teaching methodology and/or delivery modes. Students evaluate the effectiveness of all instructors and methodologies used in each of their courses every semester. This information is also assessed and linked to continuous course and program improvement which is stored in Nuventive software. Besides having years of completed assessment courses and program SLO assessment cycles, faculty assess results of their teaching effectiveness based on results from the anonymous student [IDEA Ratings of Instruction](#). This student survey measures the quality of teaching effectiveness including SLO acquisition of instructors assigned to each course every fall and spring semester. Faculty identify the most essential and important items relevant to each course and quantitative and qualitative results are shared with faculty immediately after the survey closes. Results are also used for assessment and for end-of-year faculty evaluations. During the last comprehensive evaluation of the IDEA, results showed over 90% of students rated their course and teacher as excellent. An updated IDEA analysis report is in the works.

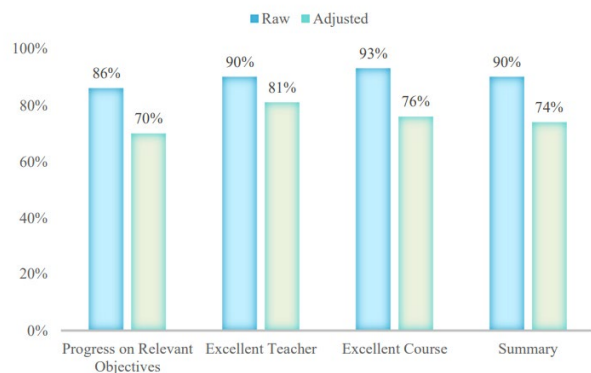


Figure 1. Percent of Classes at or Above the IDEA Database Average

(need updated IDEA report)

GCC offers professional development in various areas to include teaching strategies, methodologies, online tools, engagement etc. All faculty have opportunities to undergo professional development and training in traditional, online, and hybrid assessment and teaching methodologies. Faculty undergo continuous and extensive training in assessment and successfully completed many cycles of course and program review that resulted in continuous improvements in student learning, achievement, and teaching methodologies. Furthermore, GCC's Professional Development and Initiatives Committee (PDIC) pairs seasoned faculty, including subject matter experts with new faculty members. In AY 2023-2024, twenty-two mentees were paired with mentors who adhere to guidelines in the [Peer Mentoring Guide](#). 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. PDIC hosted seven workshops in Fall 2023 with a total of 60 participants. Topics included AI, student advisement, gaps analysis, and grant writing.

GCC ensures equitable learning and achievement in all programs, courses, and modalities. Technology such as laptops (and mi-fis during the pandemic) are available to loan to students at no cost.

Textbook/material adoption processes and policies assure affordable and relevant material that promotes equity. Academic advisors and counselors work closely with students to individualize plans and sequences of completion. Degree Works is accessible to all students and advisors which shows percentage of program completed and sequence to finish in a timely manner.

GCC ensures ongoing alignment with federal requirements for distance education and correspondence education as defined in ACCJC's Policy on Distance Education and on Correspondence Education. GCC's Board of Trustees amended and adopted [Policy 340 Distance Education Policy](#) in 2022. One hundred percent of faculty who teach online and/or hybrid courses have a certificate in online teaching in addition to their subject area qualifications. GCC's [Distant Education SOPs](#) defines clear course development pathways as well as guidelines for student, support staff, and faculty training in distance education. There is also a checklist on [GCC's distance education public website](#) to assist students in determining if distance learning fits their circumstances and lifestyle. In 2021, the institution hired an Instructional Designer to provide technological support and training for instructors to deliver online instruction.

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.

Evidence of Meeting Standards

GCC promotes student success by providing services to meet the needs of all students by taking into account the various student demographics on campus. Physical safety, emotional well-being, motivation, and academic support are addressed through services such as counseling (academic and psychological), financial aid services, tutoring, accommodative services, library services, and student activities.

GCC provides several resources that provide the academic advisement and student support services guidelines and procedures to students and faculty. The [AY23-24 Student Handbook](#) is a student's guide to all rights and responsibilities as a Guam Community College student. Among other things, the handbook outlines the Student Complaint Process and illustrates how the college addresses Diversity, Equity, and Inclusion. The College makes a concerted effort to ensure quality academic advisement. 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. The dedicated page on the GCC website, [Academic Advising website](#), provides students with clear guidelines for optimizing the services of an advisor. Students can also seek academic advisement through the [Counseling Services](#) offerings. Counselors are made available through a partnership with [Individual Counseling - Westcare](#).

Student learning is supported through tutoring, learning labs, and library services. [Reach for College](#) program in collaboration with the Adult Education department provides tutors and a schedule that accommodates students through face-to-face, online, and Saturday offerings. Additional tutoring services is provided by the developmental English and Math departments with learning labs.

Guam Community College recognizes the fundamental needs of its students. Students who experience financial hardship are assisted by the College through its Student Emergency Fund. Reach for College, a student support department, provides* free English/Math development classes, tutoring, financial aid workshops to students in Career Technical Education courses at both the secondary and postsecondary levels. Students are highly encouraged to apply for scholarships via numerous platforms such as student announcements, flyers, and face-to-face advisement. The College takes an active role in providing scholarship opportunities for our students. As an example, Guam Community College is a recipient school for the APIASF scholarship, a scholarship that generously provides for selected students. Guam Community College funds 10 scholarships annually through its endowment office. The College recently collaborated with community partners to create the [LGBTQ+IA Scholarship](#) and takes an active role in promoting its financing to benefit students.

The [Office of Accommodative Services](#) 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 Office of Accommodative Services (OAS) provides reasonable accommodations following a student's individual educational plan. Auxiliary aids such as sign language interpreters, note-takers, e-books are some examples of devices that support equitable and accessible opportunities with GCC's educational programs and student activities. OAS also provides assistance with the registration process and collaborates with various departments to ensure students have a unique educational experience.

The [Learning Resource Center \(Library\)](#) provides services to meet student's research and reference needs. These services 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 GCC 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 multi-media items.

The [Center for Student Involvement](#) (CSI) provides opportunities for students to develop personally and professionally. CSI provides the student orientation, student leadership training and development, service-learning, and works closely with the Council on Postsecondary Affairs (COPSA), a student governance body. CSI with COPSA oversee and provide guidance to twenty student organizations and plan student activities for each term. Students participate in developmental and professional organizations such as the Digital Arts Society, mutual interest clubs such as the Veteran's Club and honorary clubs such as Phi Theta Kappa. The Fall and Spring Festival, COPSA Officer and Student Board of Trustee elections, Student Leadership Conferences, Meet the President are highlighted events during the academic year.

GCC makes every effort to ensure that prospective students know what is required to enroll in classes at GCC. The [Steps to Apply](#) page found on the college's website provides clear guidance and direction. At the beginning of the Fall and Spring semester, the Center for Student involvement provides New Student Orientations. The College seeks feedback from students regarding the ease and accuracy of the registration process. The College conducts community outreach events to inform the public of the opportunities offered at the college through presentations at Guam's middle and high schools and community events. One such event is GCC's College and Career event held at Guam's largest mall, the Micronesia Mall, and includes every department. The Financial Aid and Reach for College office collaborates to provide numerous financial aid workshops to current and prospective students and parents throughout the academic year.

GCC will accept credit [transfer](#) for all courses successfully completed at any college or university in the United States which is accredited by its regional accrediting body, affiliated accrediting body, the Distance Education Council, or any accrediting body recognized by the United States Department of Education (e.g. MSCHE, NEASC-CIHE, NEASC-CTCI, NCA-HLC, NWCCU, SACS, WASC-ACCJC, WASC-ACSCU, or the DETC) or which is recognized and approved by the Department of Education or Ministry of Education in a foreign country. The College regularly updates [community job](#) openings on its public website administered by the School of Technology and Student Support Services, Dean's Office and Office of Communications and Promotions

The college maintains a [consumer disclosure](#) page which makes links to all information needed for student success easily accessible, clear, and concise.

To best meet the needs of the student, the college invests time and effort in the collection and analysis of surveyed data. Through the Improve Assessment System, data is collected from various department surveys such as the IDEA Faculty Rating, Financial Aid Surveys, New Student Orientation survey, and many others. This data is published annually through the College's [Fact Book](#).

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)

Evidence of Meeting Standards

Students are given numerous opportunities to interact with the College and their peers, contributing to their social, cultural, and educational experience. The [Center for Student Involvement \(CSI\)](#) oversees leadership training and development, student governance, and co-curricular programming. The CSI conducts regular [assessments](#) of their events. Assessment data is used to improve the quality of co-curricular and student engagement activities.

Student conferences are coordinated every semester, highlighting 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](#) is held during the spring semester and is focused on career development and assisting students as they navigate their career journeys.

All enrolled college students are represented by the Council on Postsecondary Student Affairs (COPSA), GCC's student government. COPSA guides the work of student organizations and serves as a voice between students and the administration. COPSA provides student representatives for all institutional committees, work groups, and task forces. [COPSA meetings](#) are held bi-weekly and are open to the entire College community.

There are over 15 [student-led organizations](#) on campus, many of which are related to academic programs like the Criminal Justice Student Organization, Hospitality and Tourism Society, Education Student Organization, and Practical Nursing Student Association, and others focused on shared special interests, like Korea Club, EcoWarriors, and Veterans Club.

Although the College does not offer any student athletics program, a Memorandum of Understanding (MOU) was signed between GCC and the University of Guam (UOG) to allow GCC students to play for [UOG's Triton Athletics](#) in their varsity and sports programs beginning in August of 2023. Before the MOU, GCC students participated in [volleyball](#) and [basketball](#) intramural sports.

Every semester, the CSI coordinates [campus festivals](#) that celebrate the diverse cultures in our Pacific region. During the festivals, student organizations [showcase](#) a specific island or country to the GCC community. This "[Tour of the Pacific](#)" [activity](#) allows students to learn more about the diverse cultural backgrounds surrounding the Pacific region.

The College has coordinated on-campus student [outreach events](#) with the island's major telecommunications providers to enhance awareness about and encourage participation in the Affordable Connectivity Program (ACP). The ACP helps ensure eligible low-income households have access to affordable broadband services needed for school, work, healthcare, and more.

The College was recently awarded a Supplemental Nutrition Assistance Program – Employment and Training Grant (SNAP-E&T) from the U.S. Department of Agriculture. SNAP-E&T provides a range of services to identify and assist existing participants toward becoming self-sufficient. Expanding community colleges as SNAP-E&T providers recognize their integral role in meeting this objective through education and skilled training. The College has assembled its [SNAP-E&T team](#) to develop its Action Plan for implementation.

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.

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.

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.

Evidence of Meeting Standards

GCC follows established processes that include 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. The [Board Policy 306](#) was adopted for the College to provide quality educational programs and services that undergo systematic and continual assessment. The [Committee on College Assessment](#) (CCA) is tasked to refine, monitor and strengthen the campus-wide assessment plan and schedule as well as report the assessment results in a timely manner to all stakeholders of the College. The [Curriculum Review Committee](#) (CRC) is responsible for overseeing the curriculum development process. Each committee has its own handbook that guides the authors and reviewers. Both committees follow the [Assessment and Curriculum Cycle Schedule](#). The Nuventive Improvement Platform is used as an assessment management tool by the different units and programs of the college to track assessment plan, 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](#).

Faculty and industry partners engage in dialogue about 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. The [BOT Policy 335](#) established the Workforce Development Advisory Committees for Career and Technical Education (CTE) as a means of ensuring quality in CTE. The different Advisory Committees collectively known as the Workforce Development Advisory Committee 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. The Workforce Advisory Committee is guided by their [handbook](#).

GCC's dialogue about disaggregated learning and 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 select group of administrators, faculty, and staff engaged in brainstorming sessions. The development process included gathering input from various sources, such as representatives from all stakeholder groups, the 2018 College Assembly, the Industry Partners Forum, and in-depth discussions with student leaders. The feedback received was meticulously reviewed, maximized, and refined to seamlessly integrate into the objective statements of the ISMP.