**Draft#1**

**ISER Standard 3**

**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.*

**Evidence of Meeting the Standard**

The Human Resources Office (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, staff, and tutors.  These processes are regularly reviewed to ensure the selection of the most qualified candidates for employment.

GCC is committed to employ 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 the Board Policy 160 (Affirmative Action)[1] promoting "equal opportunity and affirmative action in education, training, and employment for all persons regardless of race, religion, color, sex, age, or national origin." A review and update of the 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)[2] was created to emphasize the importance and the College's commitment to an inclusive workplace.

The HRO maintains, develops and implements jobs specifications for Staff[3], Faculty[4][5], and Administrators[6] 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.  The HRO maintains the position description forms[7] prepared by the departments that determine the duties and responsibilities of each position.  These position descriptions determine if a selective factor is necessary for the job announcement.

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[1] Guam Community College Board of Trustees Policy 160 Affirmative Action
[2] Guam Community College Board of Trustees Policy 161 Diversity, Equity, and Inclusion
[3] Administrative Aide Job Specification
[4] 2017-2023 Faculty Job Specifications
[5] 2023-2029 Faculty Job Specifications
[6] Environmental Health & Safety Officer Job Specifications
[7] Guam Community College Position Description Questionnaire

The HRO prepares a Staffing Pattern[8] to determine position vacancies and budget to use to meet the College's needs to fulfill our mission. Staffing patterns are updated monthly and posted publicly on a quarterly update on our website www.guamcc.edu. Job specifications, experience, and education qualifications and equivalencies are posted in job announcements for staff, faculty, and administrators.

Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XVII[9] of the collective bargaining agreement. Faculty and Management negotiate the minimum qualifications for faculty which are outlined in the Agreement for 2017-2023 and the Agreement for 2023-2029. Criteria for selection of faculty include experience within the field of study or area of expertise as determined by GCC's Faculty Job Specifications guidelines, effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The Agreement specifies the responsibilities of faculty by rank. If department chairs determine the need for additional full-time faculty, they submit a request to the Dean accompanied by the data that shows the need, such as a sustained increase in enrollment of classes offered. This is done in discussion with the VP for Finance & Administration and the VP for Academic Affairs and approved by the President. The same process and criteria that are used in hiring full-time faculty are used to hire Limited Term Appointment (LTA) Faculty. LTA Faculty positions are generally filled for one semester, but no more than one academic year.

Hiring criteria for Classified Staff positions[10] are established by the Government of Guam's merit system for classified employees in compliance with the Civil Service Commission and the Department of Administration as noted on Guam Code Annotated Title IV. The hiring criteria for Administrator positions are established by the College's Board of Trustees. Administrators determine the need for additional staff or administrator positions, and prioritize requests based on data showing a sustained need. The same process and criteria that are used in hiring full-time staff and administrator positions are used to hire LTA staff and administrators. LTA staff and administrator positions are generally filled for no more than one calendar year.

Job announcements[11][12][13][14] are publicly posted for a minimum of ten (10) days on various platforms to include the GCC employee portal MyGCC mygcc.guamcc.edu[15], the GCC website www.guamcc.edu[16], and the Guam Department of Labor American Job Center website www.hireguam.com.[17] Top level

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[8] FY2024 Budget Request Staffing Pattern
[9] Article XVII - Faculty Classification
[10] Chapter 4 GCC PR&R for Classified Personnel Filling Positions in the Guam Community College
[11] JA#023-23 Associate Dean for Trades and Professional Services with Selective Factor
[12] JA#030-21 Program Coordinator II with Selective Factor
[13] JA#018-23 Math and Science - Math Instructional Faculty
[14] JA#014-22 Construction Trades LTA Instructional Faculty with Selective Factor
[15] Job Announcement posted on MyGCC
[16] Job Announcement posted on the GCC Website
[17] Job Announcement posted on Guam Department of Labor American Job Center website

administrator positions may also be posted on worldwide websites such as www.indeed.com[18], Guam newspapers, and professional publications.

The College requires all applicants to submit a standardized Government of Guam Application[19] that includes supporting documents that validate their professional and academic credentials such as certifications, licenses, transcripts to insure quality and integrity of the College's programs and services. The HRO checks the submitted supporting documents utilizing the Determining Acceptance-Edu Diplomas, Degrees or Certificates SOP[20] to determine if the credentials claimed are acceptable by the ACCJC-Western Association of Schools and Colleges (WASC) and the Council for Higher Education Accreditation (CHEA). Degrees and transcripts from non-U.S. institutions are evaluated by a member organization of the National Association of Credential Evaluation Services (NACES).

The GCC Government of Guam Employment Application states, "To determine your qualifications for the position which you are applying, job related tests designed to reveal your capacity to successfully perform the duties of the position are utilized. Most positions require an evaluation of your application to determine your qualification based on a rating of your education and experience. Additional examinations such as a written and a performance test may be required depending on the particular job requirements of the position. The top eligible applicants will be referred for employment consideration for each vacancy subject to the Personnel Rules and Regulations of the respective department or agency. If a selection interview is required, you will be notified. Failure to submit to employment examination requirements will result in an ineligible rating." Positions that may have a selective factor in their job announcement may require a skills exam as a test of performance.

The HRO evaluates the applications to determine if the applicants meet the stated eligibility criteria.[21][22][23] Applicants are ranked from highest score to lowest to determine the top five applicants that HRO will refer to the hiring administrator who requested to recruit.  The hiring administrator then assembles an interview panel consisting of an odd-numbered group ranging from three to seven panelists, depending on the position. Members of the panel are selected from Administrators, Faculty, and Staff within the College as a proactive part of an inclusive workplace. In addition to the interview panel, an Equal Employment Opportunity (EEO) Representative[24] approves interview questions and sits in on the interview to ensure that EEO regulations are followed. The Panel will send their selection 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.  If there are no issues, the HRO will send the packet back to the President for final approval.

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[18] Job Announcement posted on Indeed website
[19] Government of Guam Employment Application
[20] Determining Acceptance-Edu Diplomas, Degrees or Certificates SOP
[21] Faculty Evaluation Sheet
[22] Staff Evaluation Sheet
[23] Administrator Evaluation Sheet
[24] EEO Representatives

Similar to the Full-Time employment process, applicants for Adjunct Faculty must submit the Government of Guam Application with supporting documents. The HRO evaluates Adjunct Faculty applications based on the Faculty Job Specifications. The HRO notifies the Department Chairs if a potential applicant qualifies. Department Chairs will interview the potential applicants and make recommendations to their respective Dean. Police and court clearances are requested upon employment offer.  Adjunct Faculty are hired on an at will basis for the duration of one semester.  At the end of each semester, Adjunct Faculty must complete the Adjunct Faculty Clearance Form.

**Analysis and Evaluation**


**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.*

**Evidence of Meeting the Standard**

The College supports and encourages employees' professional development in the form of training and higher educational opportunities.

The College's Staff and Administrator Professional Development Program offers opportunities for Administrators and Staff to enhance their skills by pursuing higher education degrees and programs at the College or other approved educational institutions.  The opportunities also extend to various training programs related to their jobs.  These opportunities provide financial support to eligible staff and administrators to maximize their potential and prepare them for career advancement in line with the College's Institutional Priorities.

The Staff and Administrator Professional Development Program also funds mandatory training which are required by Guam law or other training that will benefit the employees while keeping in line with the College's Institutional Priorities.  Bring Your 'A' Game is a curriculum that features interactive activities that teach seven workplace skills and values.  The skills addressed in the training are Attitude, Ambition, Attendance, Appearance, Acceptance, Appreciation, and Accountability.  In 2019 the College held a Train the Trainer Work Ethic Training in which the trainers provided training  at  the College Assembly in October the same year to all employees.  ACT WorkKeys assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance.  In 2020, the College continued to provide access to the assessment for all Staff.  In 2021, Public Law 36-25 required Ethics training for all government of Guam employees within six months of employment for all new employees and within 36 months of the enactment of the law for all current employees.  The Staff and Administrator Professional Development Program paid for the training for all staff and administrators.

The Professional Development Initiative Committee (PDIC) is a committee that plans, develops, and implements professional development initiatives that contribute to faculty growth. The PDIC's processes are in line with the College's Institutional Priorities. The PDIC encourages and promotes ways and means by which faculty may enhance their professional skills and promotability. The PDIC promotes a mentoring program for new faculty members. In November 2023, the PDIC held a Faculty Development Workshop which offered several sessions related to their initiatives. The training consisted of 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, DCAPS and Standard Based Grading, and Using Artificial Intelligence in the Classroom.

**Analysis and Evaluation**

**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.*

**Evidence of Meeting the Standard**

The College's faculty, administrators, and staff are evaluated at stated intervals through a systematic formal written process. The procedures for all evaluation processes are designed to encourage improvement by giving faculty, staff, and administrators meaningful feedback on the established criteria of the position they hold. The faculty evaluation process is tied to the Institutional Strategic Master Plan (ISMP) goals to ensure institutional effectiveness and improvement. Additionally, the evaluation rubric that is used offers examples of the types of tasks and activities that the College recognizes as necessary in its drive toward maintaining and increasing effectiveness, thus encouraging improvement in specific ways.

The evaluation process for administrators and staff is based upon the performance evaluation instrument where effective execution of duties and responsibilities are listed on the job description for the position, which is aligned with the College's mission, vision, policies and procedures.

Administrators and staff are evaluated by their respective supervisors, and faculty are evaluated by their respective deans or associate deans. In addition, the evaluation process recommends improvement in the form of additional training to enhance and increase the productivity of the employee. Upon completion of an evaluation, the employee is given a copy of the evaluation including percentages, comments and overall score, which he or she signs.

The staff evaluation process utilizes a formal instrument, which covers specific performance factors such as quality, productivity, reliability, and effectiveness on the job. The evaluation process for staff is based upon the College's Administrative Directive 95-001 Description of Performance Factors. Part II of the evaluation instrument takes into consideration the effective execution of duties and responsibilities that

are listed on the job description for each respective staff position. The instrument also allows for comments regarding outstanding performance as well as recommendation for improvement when the results of the performance evaluation indicate a marginal or less than satisfactory results.

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance. These performance factors are general in nature and are broken down into two parts, namely, part A: Professional Competence and part B: Professional Standards. The performance factors in parts A and B are assigned a scoring scale of zero (0) to five (5). A score of three (3) on the respective performance factor means a satisfactory performance and a score below three (3) means a marginal to an unsatisfactory performance. A score of four (4) means the employee exceeds expectation and a score of five (5) on all the performance factors in parts A and B means that the employee's job performance rating is outstanding. There are a total of 17 performance factors in part A and 13 in part B of the staff performance evaluation instrument. Staff are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.

Effective Fiscal Year 2024 (October 2023), in addition to the staff performance evaluation tool, the Department of Administration Merit Bonus Justification Policy was created to to align the government of Guam's Merit Bonus process to Title 4 Guam Code Annotated (GCA), Chapter 6, §6203, which is intended to reward a classified employee a lump sum bonus which shall be granted, in addition to the salary increment upon a superior rating evaluation. A Superior performance rating is the highest rating that an employee can achieve, and a department can award, and is above and beyond the rating of an Outstanding. Only upon achieving a Superior rating will a Merit Bonus be awarded. The policy establishes the guidelines within which a Superior Performance Rating may be earned and a Merit Bonus awarded to classified employees whose compensation is derived from the Hay methodology.

Work Planning and Performance Evaluation for Academic Administrators is utilized to make assessment better reflect the true measure of job quality, this tool was designed to place more emphasis on "professional competence/professional standards" versus work required. This tool is administered at the beginning of the calendar year, January. It has a five (5) point rating scale where five (5) represents outstanding performance, four (4) above satisfactory, three (3) satisfactory, two (2) marginal, and one (1) unsatisfactory performance. Patterned after a pay-for-performance model, the performance evaluation tool also defines the five categories of performance measures. In January, administrators meet with evaluators to outline their specific goals for the year. In June and December, an evaluation is conducted to determine the current status of the goals. The evaluation looks at the extent to which the administrator met that goal.

The President is evaluated every June by the Board of Trustees. The President's Performance Appraisal Report is presented at the BOT Meeting where new goals and objectives are set by the Board and discussed with the President.

Faculty members are evaluated 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, to foster innovation in teaching delivery, and to encourage changes in behavior and

attitude, if necessary. Patterned after a pay-for-performance model, salary adjustment is given to faculty who are rated at satisfactory performance or above. In 2023, the following evaluation rubrics were updated:

- Evaluation Rubrics for Non-Instructional Faculty
- Evaluation Rubrics for Instructional Faculty Secondary
- Evaluation Rubrics for Instructional Faculty Postsecondary
- Evaluation Rubrics for Department Chairperson

The full-time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage during the first three months of the rating period, (2) the Record of Classroom Observation stage, with minimum of three observations: one formal and two informal, and (3) The Annual Performance Appraisal/Evaluation Period stage during the last month of the rating period.

The Faculty Evaluation Tool utilizes the five evaluation criteria: (1) Improvement Needed, (2) Satisfactory, (3) Strong, (4) Stellar, and (5) Exceptional. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan must identify a timeline for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty member to improve his/her performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal.

The evaluation process for faculty also involves their ability to demonstrate proficiency in classroom teaching. Part of this evaluation process looks at the faculty member's ability to clearly state, define, and communicate lesson objectives to students, as well as their ability to use a variety of teaching methods and the appropriate use of assessment methods. Outside the classroom, the evaluation process looks at the faculty's ability to advise or sponsor student interest groups, supervise and participate in student activities, assist students in attaining their academic, career and personal goals and encourage student leadership skills.

Other performance factors are also considered for overall faculty performance evaluation. These factors include but are not limited to participation in student activities, assuming leadership roles such as involvement in the initiation, development, and organization of projects which significantly contribute to the interest of the College, and involvement in the institutional assessment process, curriculum development and other activities that will enhance and strengthen the College's institutional effectiveness.

**Analysis and Evaluation**

**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.*

**Evidence of Meeting the Standard**

The Business Office maintains the College's financial integrity by supporting the thoughtful allocation and management of institutional resources.  The Business Office does this through the accurate recording of financial transactions, providing timely reports on the College's financial condition, and implementing, revising, and maintaining internal controls for the College's resources.

In accordance with responsible financial management, GCC management team initiatives are essential in monitoring and allocating fiscal resources to support and sustain the mission and promote equitable achievement of substance success.  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 would take necessary actions to address any unforeseen and future adversities.  In all these efforts to be fiscally responsible and stable, GCC is always determined to deliver the highest quality, student-centered education and job training in order to fulfill its vision and mission.  The College prioritizes funding for student learning as stipulated in institutional and departmental goals.  In the area of developing financial resources, GCC manages grants, scholarships, sponsorships, special projects and boot camps.   The College also continues to search for alternative sources of financial assistance from local and federal government sources and private entities to support the needed expenditures.

The College funding sources come from the Government of Guam annual appropriation General fund, Manpower Development Fund and Capital Improvement Fund.  Other sources are from federal grants, special projects and tuition and fees.  The Government of Guam General Fund is appropriated for the operations, GCC Licensed Practical Nursing and Vocational Programs, and GCC Lodging Management Program/Prostart Program.   The Manpower Development Fund is appropriated for the apprenticeship program and authorized to be used to fund the operations of other programs at GCC.  The Capital Improvement Fund is appropriated for the purpose of paying rental payments due under the lease-back agreement,[25] to the institutional operations.  Nonappropriated 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.   Appropriated and generated revenues are spent for educational purposes like instruction, research and planning, student services, academic support, institutional support, operations and maintenance and scholarships.  Additional revenue purposes are spent on improving infrastructure, facilities, and equipment, and providing the manpower needed to enhance and sustain the delivery of quality education and job training.  Resources are allocated and expended according to prioritization guidelines.  For instance, the guidelines come from each department or unit's assessment of financial needs.  Additionally, the list of institutional priorities and stipulations in the Institutional Strategic Master Plan (ISMP) 2020-2026[26] and Strategic Resource Plan (SRP) 2017-2021[27] serve as guides for budgeting and allocation of funds. All departments' budget requests are justified utilizing the performance budgeting process.

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[25] Guam Public Law ***
[26] Institutional Strategic Master Plan (ISMP) 2020-2026
[27] Strategic Resource Plan (SRP) 2017-2021

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.[28]

| | 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 and credibility. This has been proven by the twenty second consecutive years of being classified as a low risk auditee. The accuracy of financial documents is mainly due to the effective financial management and oversight provided by the management that ensures appropriate controls and procedures are in place and followed. The institutional budget is formulated with clear guidelines and procedures to be responsive to the operational needs of the College.

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 achievement of student success. 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 GCC Public Reports. In fact, GCC is among only a few government agencies that consistently pass rigorous audits and maintained its low-risk status for twenty second consecutive fiscal years. The Office of Public Accountability (OPA) - Guam consistently commended the College for maintaining this status.

**Analysis and Evaluation**

**Standard 3.5**

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[28] Fund Balance Spreadsheet FY2016-FY2022

*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.*

**Evidence of Meeting the Standard**

GCC is always guided by its mission to provide high quality programs and services to its students. The ISMP and departmental assessment plans exemplify institutional and departmental goals and objectives that guide the budget planning so that the College can operate efficiently and accommodate growth consistently. Accurate reporting of budgeted funds that are actually and potentially accumulated are monitored and tracked. In the same manner, the size and type of expenditures that are needed to make student programs and services viable in the short and medium terms are properly accounted for. If these goals and objectives are identified in the department assessment, then a request for department growth budget may be made.

GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community. The planning and budget process are made transparent to department heads, faculty, administrative heads, staff, and students so that decisions can be reached by means of collaborative effort. For instance, the budget preparation guidelines set the parameters for resource allocation which include departmental goals and objectives, performance indicators, and proposed outcomes. In addition, the alignment of the budget goals and objectives with ACCJC standards ensures that information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

GCC's financial planning involves stakeholders at all levels. Participative planning brings about an acceptable consensus among the management, administration, staff, faculties and students. GCC harnesses the College's governance structure that provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. One way that students provide input is through the meet the President held every semester. GCC gathers input from its constituencies and forwards recommendations to the president for action. It provides broad participation in the development of institutional plans and budgets. The College's financial budget planning is clearly defined and driven by its institutional plans. These institutional plans methodically project the growth and expansion needs of the institution, and determine the funds needed for these projections. Revenue-generating and cost-saving measures are solicited by the College from its stakeholders and incorporated in the financial planning and budget development.

Annual budget calls are made to respective departments and divisions around November for both GovGuam funds (local) and NAF. Annual budget training is held to ensure that any changes to budget preparation are disseminated and stakeholders are well informed. Financial planning and management of resources are consistent with GCC's annual planning cycle that is guided by the SRP, ISMP, Program and

Course Assessment Plans[29], and Program Reviews.[30]  Financial and federal grant audits are important components of GCC's financial planning. Assessment ties in directly with growth budget requests. Based on departmental assessment, growth budget requests must be tied in directly with department needs identified through the assessment process.  As part of the annual fiscal planning process, GCC reviews its institutional mission and department goals. Each budget fiscal year, all departments must indicate three of the following: a) goals and objectives; b) performance indicators; and, c) proposed outcomes. For departments with multiple degree programs, the three requirements must be linked to each individual program. The goals, objectives, performance indicators, and proposed outcomes are used to assess departmental budget requests for the current fiscal year and in the future. GCC has documented guidelines for budget preparation that are clearly linked to both short and long-range plans as indicated in the FY 2025 GCC Budget Preparation for local funds and NAF. As mentioned above, current and future budget requests must be justified. Growth budget must also be justified with the approval of respective Deans and Division heads.  It must be linked to Nuventive assessments. Requests for increases in budgets must be based and supported by the data documented in Nuventive. For examples include new curriculum, additional classes, and added department function.  The GCC annual planning cycle integrates the ISMP and SRP. The College's budget preparation guidelines include a timeline of key activities. An example of such a timeline is in FY 2025 GovGuam and NAF Budget Preparation.[31]

Budget input is made at the department level for both local funds and NAF and reviewed by the department's respective dean or department chair.  Once compiled, the budgets will be reviewed by the VP for Finance and Administration. The budget will further be presented and discussed by the Resource, Planning and Facilities (RPF) Committee and then the College Governing Council (CGC) for comments and recommendation. Faculty, staff, students and administrators have representation in the RPF committee and CGC.  The RPF Committee reviews the 2020-2030 GCC Physical Campus Master Plan (PCMP)[32] and a list of campus-wide capital improvement projects (CIPs). The CIP needs are solicited from the campus community during the spring semester of each year for the following year. RPF Committee makes recommendations on prioritizing CIPs, including those that have the greatest impact on student learning outcomes. The Committee plays an important role in the College's financial planning and budget development process, and serves as the forum for the discussion about concerns and issues regarding needed resources and facilities. Members of the RPF Committee represent all the stakeholders of the campus community. Aside from the RPF Committee, the CGC is a key component of the College's governance structure. Upon concurrence and approval of RPF and CGC, the budget request will be submitted to the President for her review and approval.

The BOT serves as the final review and approving body of College's overall budget requests.[33]  Only the local funds budget request will be submitted to the Legislature in February of the following year.  The Legislature will then hold a legislative hearing for GCC to provide testimony on the local funds budget

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[29] Program and Course Assessment Plans
[30] Program Reviews
[31] FY 2025 GovGuam and NAF Budget Preparation
[32] 2020-2030 GCC Physical Campus Master Plan (PCMP)
[33] FY2024 Budget Request

request. Once budget requests are approved and appropriated by the Legislature, it will then become a Public Law 37-42.[34] The budget is allocated based on the departments' requests and are made available to departments no later than October 15th of that fiscal year. Departments have access to 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.[35]

**Analysis and Evaluation**

**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.*

**Evidence of Meeting the Standard**

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. Any changes to the practices are updated accordingly. The College goes through an annual audit by an independent auditor. Audit of Fiscal Year 2022 resulted in neither material weaknesses nor significant deficiencies identified. The Board reviews all audit reports and management letters. If any, responses to audit findings are comprehensive and timely provided to the auditor.

To make financial planning credible, GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community. The planning and budget process is made transparent to department heads, faculty, administrative heads, staff, and students so that decisions can be reached by means of collaborative effort.

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 very aggressive in meeting with the federal constituents to seek additional funding resources to help alleviate any shortfall from the local government. Also, 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.

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[34] Guam Public Law 37-42
[35] GCC website screenshot of Public Reports

Other operational costs are reviewed and approved prior to spending. As this was the case during the COVID-19 pandemic in 2020, GCC was faced with uncertain circumstances such as reduction in enrollment and delivery of instructional mode of learning from face to face to remote learning. In addition, day to day operations were pivoted from being in the office to working remotely from home. However, GCC was awarded a total of $13,609,824 from Higher Education Emergency Relief Fund (HEERF)[36] to alleviate the loss experienced during the pandemic. The funds supported GCC's students for the disruption and uncertainty caused by COVID-19. The funds received were disbursed as cash grants to students to cover course materials and technology, food, housing costs during the pandemic. Other funds were used to support for institution operations such as capital improvements, equipments and supplies.

To ensure the financial integrity of the institution and responsible use of financial resources, all purchase requests and contracts are subjected to a multi-layer review and approval process. Purchase requests are reviewed by the department chair or division head and sent to the Business Office for certification of funds. Requests over $5,000 must be approved by the appropriate vice president and the president. All major purchases of $250,000 and contracts require Board of Trustees approval, in accordance with BOT Policy 232.[37]

The assessment of the use of financial resources occurs at many levels and happens at regular intervals or at regularly scheduled meetings. At the onset of the budget development process, departmental program reviews should determine the level of staffing, supplies, equipment, etc., necessary to support the stated goals of the department. Budget requests are made and funded after being reviewed and evaluated by the respective administrator and the president. Based on these evaluations new budget requests are evaluated and considered for funding in the upcoming year. Each year, budget overviews of the previous fiscal year provide lists of accomplishments by departments and the College as a whole.

Budgetary guidelines are established and implemented in the allocation and prioritization of financial resources for College programs, services and activities. Every fiscal year, financial resources are allocated to meet the College mission to support student learning by providing personnel costs, facilities and equipment upgrades, and maintenance of learning programs and activities through the budget process. This allocation of financial assets is reviewed and assessed for future budgetary guidelines. The internal control system for financial resources is characterized by a multi-level approval process, institutional guidelines that are consistently adhered to, and standard government accounting practices. Purchases go through a requisition process that is reviewed by the department chairman or division manager, the appropriate vice president and the president, as required. Requests are reviewed for need and priority, and sufficient funding availability. The institutional financial resources go through the scrutiny of the Board of Trustees. 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 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

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[36] Higher Education Emergency Relief Fund (HEERF) Grant Award Notification
[37] BOT Policy 232 Contractual Agreements

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 can be 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. For the enhancement or execution of SLOs, Nuventive facilitates faculty assessments of student learning outcomes and presents evidence of needed resources. The College is audited on an annual basis to include its internal control system and the audit report has not indicated any weaknesses in the organization's internal control. Monthly fiscal reports are provided as information to the Board, and include the status of revenue, expense, and reserve levels.

**Analysis and Evaluation**

**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.*

**Evidence of Meeting the Standard**

The College has no locally incurred debt instruments that can 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. Term payments are disclosed in the Financial Statement. Annual debt payments are budgeted for during the budget process.

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 very aggressive in meeting with the federal constituents to seek additional funding resources to help alleviate any shortfall from the local government. Also, 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.

The College institutes cost cutting measures, such as hiring freeze, reduction of allocated budgets, and spending cuts for non-instructional expenses. The GCC management team meets weekly to discuss the academic and financial operations of the College. Once a month the BOT, along with the President, discuss the finances, including management of financial aid, grants, externally funded programs, contractual

relationships, auxiliary organizations or foundations, and institutional investments and assets. The VP for Finance and Administration and the President ensure that budget planning is tied to the mission, goals and ISMP of the College. The budget supports departmental needs, which in turn allows the departments to run programs and services to support our students. Institutional plans are clearly linked from the departmental to the institutional level with short and long range budget projections through the assessment process. The SRP can be found in the College's website under Public Reports. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments.

The risk of financial instability is minimal because the management is actively involved in the day to day operations of the College. In addition, the College continually reviews policies and procedures to address financial issues unforeseen circumstances, such as theft of, damage to, and the destruction of assets. The institution has sufficient cash flow revenues to maintain stability. Revenue from student tuition and fees and auxiliary operations is held in a NAF. College budgetary needs that are not met by the local funds are prioritized and funded by NAF following the budget procedures. The College continues to provide affordable education for students by maintaining the tuition costs as of 2011 and reducing student fees.

The table below demonstrates how the College maintains its financial accountability and solvency by maintaining a favorable Ratio of Cash to Net Current Liabilities.[38] Unearned revenue is excluded from our 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 |

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[38] Financial Statement Ratio of Cash to Net Current Liabilities

The College has a clear and detailed plan to meet its long-term obligation. All financial resources, including short and long term debt, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The Foundation consistently makes monthly payments and funds are automatically deducted from the Foundation capital bank account which has not defaulted to the USDA loan. The loan is collateralized by a pledge of all rental income and revenue from facilities lease agreement with Guam Community College to repay the above long term debt to USDA.

The effectiveness of the College's resource allocation is reviewed and evaluated by the management and BOT to make sure resources are being allocated in a transparent and cost-effective manner. 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 processes serve 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 continues to implement conservation measures by reducing and making sure that budget is spent wisely to obtain maximum benefits. Financial resources are closely monitored by management and the BOT to ensure that short and long term obligations are fully covered.

**Analysis and Evaluation**

**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.*

**Evidence of Meeting the Standard**

The 2020-2030 GCC Physical Campus Master Plan (PCMP)[39] is the driver for capital improvement projects at GCC. The PCMP incorporates campus planning factors such as enrollment, classroom demands, parking demands, infrastructure improvements and project description. The PCMP identifies and addresses changes to planned projects in the 2015-2020 GCC Physical Master Plan (PMP).[40]

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[39] 2020-2030 GCC Physical Campus Master Plan (PCMP)
[40] 2015-2020 GCC Physical Master Plan (PMP)

While the PCMP is the basis and guide for future major construction projects, the College's Facility & Maintenance (F&M) team is responsible for addressing the daily repair and maintenance activities at GCC. Faculty, students, and staff submit work orders for small projects such as repairing damages that occur as a result of normal aging and wear and tear of facilities. Larger projects beyond the F&M team's manpower and resource capacity are outsourced. Outsourced projects include replacement of dilapidated fences and gates, repair and replacement of delipidated pre-engineered steel awning structures and installation of water filling stations, among some. Regardless of the type of facility project, Planning and Development Office (P&D) staff communicate with the Environmental, Health and Safety (EHSO) Officer and the Student Support Services (SSS) Program Specialist and Associate Dean for Technology and Student Services (TSS) to ensure the safety and security of our stakeholders. Periodic inspections of facilities are conducted to ensure the College's adherence to health and safety regulations and compliance with the federal Occupational Safety and Health Administration (OSHA) standards.[41]

P&D oversees all capital improvement projects and the repair and maintenance of GCC's physical resources. P&D coordinates the planning and design activities for all new facilities. The F&M personnel handles the daily maintenance and repair functions and performs site walk-through and assessments to identify immediate repair concerns.[42] The walk-through includes buildings, infrastructure and photovoltaic systems, among others. Work orders[43] are submitted and used to document the need and request attention to the issue/concern and account for the F&M personnel time and effort to accomplish each task.

Through P&D, an announcement for suggested/recommended capital improvement projects is posted online as well as at the department chairpersons' meetings to give faculty and other personnel an opportunity to provide feedback in addition to the regular budgetary process to submit projects. CIPs are compiled and presented to the RPF which gives priority to critical projects[44] addressing the health or safety of those who learn and work at GCC. The priority list[45] is then forwarded to the CGC for consideration. Approved projects are presented to the President and the BOT for funding consideration.[46]

The Environmental Health & Safety office provides plans, procedures, or strategies with regards to risk management in the Emergency Operations Plans & Procedures (EOPP) and Annual Security Reports (ASR). The Environmental Health & Safety (EHS) office collaborates and works consultatively with the P&D relative to Capital Improvement Projects and other relative infrastructural campus projects. The EHS participates in construction consultation meetings with the P&D, and contractors to ensure safety on our campus with regards to the various construction activities. The Environmental Health & Safety Officer gets invited to be part of the Material Management Office (MMO) Bid opening team to be in the loop with regards to environmental and safety concerns[47]. The college community's safety and wellbeing is paramount in all aspects of our campus academic and non-academic activities. The Campus Safety and Security Task Force[48] is a consultative group on campus safety. This Task Force group has a vested interest

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[41] Building codes (references)
[42] Preventive Maintenance SOP
[43] Work Order system SOP
[44] RPF process identifies funding for construction/maintenance
[45] Approved CIP Listing/ISMP
[46] Facilities Master Plan/BOT Resolutions
[47] Bid Opening Attendance
[48] Campus Task Force Appointment Memo

with regards to the safety of students, employees, inclusive infrastructure should there be a concern. The student-centered offices such as SSS and Center for Student Involvement work in partnership with the EHSO in keeping our campus safe by sharing safety tips and emergency plans and procedures at students and employees orientations. The college's safety tips, plans, and procedures are accessible to the college community on its website. The EHSO collaboratively works on risk management with P&D to ensure safety and integrity of our campus buildings.

The college's safety tips, plans, and procedures are accessible to the college community on its Campus Safety webpage[49]. The Environmental Health & Safety office also provides safety tips training to employees and it also works in partnership with the Planning & Development office to ensure safety and integrity of our campus buildings. Any notable exterior and interior structural deteriorations that are in need of repairs or replacements are addressed in a timely manner through work order requests. The EHS collaboratively works with various offices on risk management whether be man-made threats to students and employees, unsafe buildings, classrooms, walkways , or natural disasters.

In light of risk management approaches, the EHS conducted the following trainings in collaboration with our community partners for the employees, Active Shooter with Guam Police Department (GPD) and the Guam Homeland Security (GHS), OSHA On-Site Consultation with the Guam Department of Labor, OSHA, and the Trauma Informed Approach with the Guam Police Department and GCC Sexual Assault Response Team (SART)[50]. The EHS conducted an in-house training on the procedures of Fire Extinguisher use and Stop the Bleed training in response to site emergencies. [51] Victims Advocate Reachout (VARO) Guam conducted a "Trauma Informed and "Vicarious Trauma" training for the Guam Community College Sexual Assault Response Team ( GCC SART).[52]

The EHS made the College's emergency contact numbers and procedures on Bomb Threats, Fire, Active Shooter and Earthquake available to the community on its Campus Safety webpage and in the Annual Security Report (ASR) 2023[53] The EHS also scheduled and conducted fire drill exercises for the college community to prepare them in case of an actual fire emergency.[54] The EHS posted emergency evacuation procedures in work spaces, classrooms, lounges and study areas throughout the campus.[55] As part of the college's risk management measures, the EHS replaced and upgraded all the door locks at the Administration building (2000) from a magnetic lock system to a personal identification (PIN) system.[56]

In an event of inclement weather, the EHS posted on MyGCC announcement pre and post severe storms readiness procedures to prepare employees before and after such events.[57] As a vital part of the college's

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[49] https://guamcc.edu/CampusSafety
[50] Annual Security Reports 2022 and 2023
[51] Training Attendance
[52] Training Attendance
[53] Pages 10-11, 26, 34
[54] Fire Drill Announcement/Report
[55] Emergency Evacuation Procedures/Map
[56] Inventive Assessment, EHS, 2019
[57] Pre and Post Storm Procedures

risk management procedures, the EHS actively carried out disinfectant spray work at common areas, offices, and classrooms regularly throughout the campus during the COVID-19 pandemic. [58] The Environmental Health & Safety Officer (EHSO) and Safety Inspector (SI) regularly walk the campus to conduct spot checks for any notable environmental and safety concerns that might need attention to remedy to ensure the safety of the college community. The EHS occasionally posted announcements on safety tips for awareness in response to known suspicious activities in the wider community.[59]

The EHS also worked collaboratively with the Department of Agriculture and Guam Animal In Need (GAIN) on trapping of stray dogs that habitually reside on campus which became a safety concern for both the students and employees. The trapped stray dogs were taken by the Animal Control of the Department of Agriculture, GAIN or adopted.[60] The environmental health and safety of our campus community is paramount.

**Analysis and Evaluation**

The Environmental Health & Safety Office has notable made improvements in various aspects of environmental health and safety and standard emergency procedures. A few recommendations on areas of improvement; a) increase the number of environmental health and safety training of employees and students with emphasis on emergency plans and procedures and related risk management approaches. Moving forward, approved EOPP and an overarching Pandemic Plan need to be published. The Fire Alarm and Mass Notification systems need to be in normal operation without troubles and supervisory alerts.

**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.*

**Evidence of Meeting the Standard**

The Management Information Systems (MIS) Office primarily addresses the implementations, enhancements and security of the technology resources for the students, faculty, staff, and administrator of the College as well as participation in the Technology Work Group (TWG), the Banner Core Group and with his designated representatives in the Website Committee Work, and P&D capital improvement and construction project.

Finance and Administration Division (FAD) weekly meetings provide updates on technology implementations, as planned in the Institutional Technology Strategic Plan (ITSP) / Enterprise Architecture (EA) documents. Cumulative matrix of updates for the College is maintaining, enhancing, expanding, upgrading, and retiring to improve the technology experience of the students, faculty, staff, and

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[58] COVID-19 Pandemic Plan/ Disinfect Spray Schedule
[59] MyGCC Announcement
[60] Photo of trapped stray dogs.

administrators. Related to these improvement efforts, to better facilitate the learning, teaching, and working experience of its users, the MIS assessment plan and report in Nuventive assessment, document in detail, the past, and current progress and challenges, as the expected improvements that are on the way.

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.

Many policies, procedures, and processes were initiated and introduced to the college since the inception of IT strategic planning and continue to be updated, adjusted, added, and improved upon to increase and ensure the EA's security, integrity, and protection of students' and employees' privacy and confidential information. Single sign-on (SSO) technology with the use of usernames and passwords were put in place before the ERP system can be accessed. BANNER functional modules and database access requires each area's administrator's approval before access can be granted to users. User training in the use of the ERP and compliance to Data Standards, FERPA, HIPAA, and general data security continue to be enforced. Other regulations in place include the Children's Internet Protection Act (CIPA) in GCC's high school programs, and Payment Card Industry (PCI) / Data Security Standards (DSS).

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 WiFi (wireless) and LAN (wired) authentication system.

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.

**Analysis and Evaluation**

To ensure that technology services, professional support, facilities, hardware, and software appropriately and adequately support the institution's management and operational functions, academic programs, teaching, and learning, and support services, GCC utilizes a myriad of means of identify and address the various technology needs of the College such as: work activities from MIS; recommendations from TWG; reports from division and management team meetings; guidance from ITSP and Enterprise Architecture (EA), requests from MIS helpdesk; MIS assessment plan and assessment report.

With the college's enterprise resources planning (ERP) system (Banner and supporting systems) having been moved to the Ellucian Cloud (SaaS), the college now enjoys the following with respect to these mission critical resources:

· World-class security – Ellucian Cloud applications and infrastructure undergo regular third-party compliance audits, adhere to strict data-privacy policies, and ensure strict governance over access, configuration, and development. Thus, the college gains a level of information security that would be difficult for it to maintain locally.

· Business continuity – in every practical sense, the risk of an on-premises data center disaster and disruption is eliminated as GCC's data resides in multiple remote, secure locations. The Ellucian Cloud is built on the world-class Amazon Web Services (AWS) infrastructure. Cloud applications are monitored, backed-up, updated, patched, etc. by Ellucian and are more consistently available than if running on-premises.

· Agility – GCC's resources can be moved around to ensure maximum impact on innovation and strategic priorities. In a rapidly evolving market, this agility is the key to remaining responsive, efficient, and competitive.

· Performance and Scalability – GCC can support peak loads at limited points in the year (such as during course registration) but sit idle the rest of the year. The infrastructure supporting the Ellucian Cloud can be scaled up and down as needed to maximize performance.

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

**Evidence of Meeting the Standard**

As per the "Agreement between the GCC Faculty Union & 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. (FN Exigency)[e1]

The college has an Emergency Operations Plan and Procedures[61] which serves as a springboard reference to implement plans, procedures, or strategies  with regards to risk management. The Environmental Health & Safety (EHS) office collaborates and works in partnership with the Campus Safety and Security Task Force, Sexual Assault Response Team and Title IX Coordinator to ensure safe learning and work environment.  The EHS oversees private  campus security services to ensure that our community and properties are safe for our students and employees. The student-centered offices such as Student Support Services and Center for Student Involvement collaborate with the Environmental Health and Safety in

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[61] Emergency Operations Plan & Procedures

keeping our campus safe by sharing safety tips and emergency plans and procedures at new students and new employees orientations.[62]

The college's safety tips, plans, and procedures are accessible to the college community on its Campus Safety webpage[63]. The Environmental Health & Safety office (EHS) also provides safety tips training to employees and it also works in partnership with the Planning & Development office to ensure safety and integrity of our campus buildings. Any notable exterior and interior structural deteriorations that are in need of repairs or replacements are addressed in a timely manner through work order requests. The EHS collaboratively works with various offices on risk management whether be man-made threats to students and employees, unsafe buildings, classrooms, walkways , or natural disasters. The EHS also works collaboratively with the Human Resources office on Workmen's Compensation to investigate any work related injuries and illnesses and also reports on occupational injuries and illnesses data to the Guam Department of Labor (GDOL), Bureau of Labor Statistics.[64]

In light of risk management approaches, the EHS conducted the following trainings in collaboration with our community partners for the employees, Active Shooter with Guam Police Department (GPD) and the Guam Homeland Security (GHS), OSHA On-Site Consultation with the Guam Department of Labor, OSHA, and the Trauma Informed Approach with the Guam Police Department and GCC Sexual Assault Response Team (SART)[65]. The EHS conducted an in-house training on the procedures of Fire Extinguisher use and Stop the Bleed training in response to site emergencies. [66] Victims Advocate Reachout (VARO) Guam conducted a "Trauma Informed and "Vicarious Trauma" training for the GCC SART.[67] The EHS made the College's emergency contact numbers and procedures on Bomb Threats, Fire, Active Shooter and Earthquake available to the community on its Campus Safety webpage and in the Annual Security Report (ASR) 2023[68] The EHS also scheduled and conducted fire drill exercises for the college community to prepare them in case of an actual fire emergency.[69] The EHS posted emergency evacuation procedures in work spaces, classrooms, lounges and study areas throughout the campus.[70] As part of the college's risk management measures, the EHS replaced and upgraded all the door locks at the Administration building (2000) from a magnetic lock system to a personal identification (PIN) system.[71]

In an event of inclement weather, the EHS posted on MyGCC announcement pre and post severe storms readiness procedures to prepare employees before and after such events.[72] As a vital part of the college's risk management procedures, the EHS actively carried out disinfectant spray work at common areas,

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[62] Attendance/Agenda
[63] https://guamcc.edu/CampusSafety
[64] GDOL, Bureau of Labor Statistics, Occupational Injuries and Illnesses Reports
[65] Annual Security Reports 2022 and 2023
[66] Training Attendance
[67] Training Attendance
[68] ASR 2023, pp 10-11, 26, 34
[69] Fire Drill Announcement/Report
[70] Emergency Evacuation Procedures/Map
[71] Inventive Assessment, EHS, 2019
[72] Pre and Post Storm Procedures

offices, and classrooms regularly throughout the campus during the COVID-19 pandemic. [73] The Environmental Health & Safety Officer (EHSO) and Safety Inspector (SI) regularly walk the campus to conduct spot checks for any notable environmental and safety concerns that might need attention to remedy to ensure the safety of the college community. The EHS occasionally posted announcements on safety tips for awareness in response to known suspicious activities in the wider community.[74]

The EHS also worked collaboratively with the Department of Agriculture and Guam Animal In Need (GAIN) on trapping of stray dogs that habitually reside on campus which became a safety concern for both the students and employees. The trapped stray dogs were taken by the Animal Control of the Department of Agriculture, GAIN or adopted.[75] The trapping of stray dogs is to ensure the environmental health and safety of our campus community. The EHS oversees the campus Fire Alarm and Mass Notification Systems to ensure the safety of students and employees.[76]

The College has a cybersecurity Data Breach Response Policy and an Incident Response Procedures 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.

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[e1]Insert Footnote – Exigency

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. Each request of funds must go through the proper procurement process. The College has never encountered a financial emergency since its inception in 1977, 46 years ago.

**Analysis and Evaluation**

The Environmental Health & Safety Office has made great improvements in various aspects of environmental health and safety and standard emergency procedures. A few recommendations on areas of improvement; a) increase the number of environmental health and safety training of employees and

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[73] COVID-19 Pandemic Plan/ Disinfect Spray Schedule
[74] MyGCC Announcement
[75] Photo of trapped stray dogs.
[76] Fire Alarm & Mass Notification Systems Certifications

students with emphasis on emergency plans and procedures and related risk management approaches. Moving forward, approved EOPP and an overarching Pandemic Plan  need to be published. The Fire Alarm and Mass Notification systems need to be in normal operation without troubles and supervisory alerts.