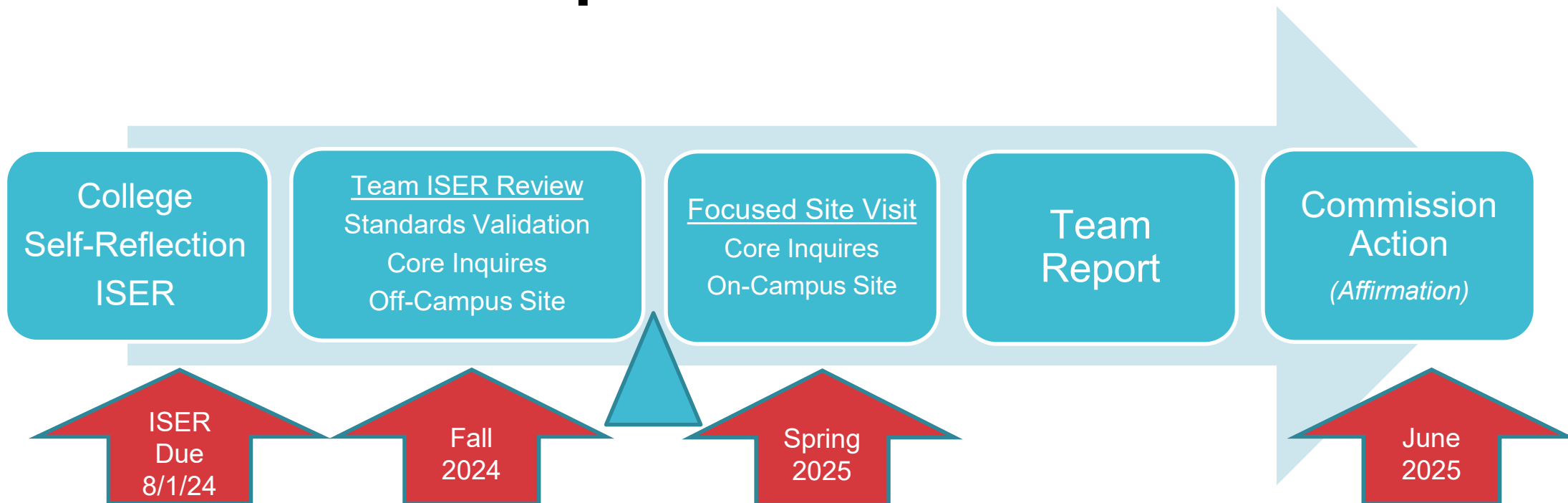


ISER Training

Standard 1

9.8.2023

Formative/Summative Comprehensive Peer Review



ISER

- The process of the comprehensive review begins with self-evaluation and self-reflection—looking at what the College is doing in relation to the accreditation standards. The College documents its work in the Institutional Self-Evaluation Report (ISER) and then submits the ISER to ACCJC.
- The ISER is developed through a collaborative effort from the College community.

Standard 1: Institutional Mission and Effectiveness

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

1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics.

The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.

Review Criteria:

- GCC's mission appropriately reflects the community and students it serves.
- GCC's mission appropriately reflects its nature and structure (public, private, non-profit, corporate, etc.)
- GCC's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- GCC's mission demonstrates alignment with ACCJC's Policy on Social Justice.

Mission Statement



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

Possible Sources of Evidence Could Include:

- Documents or webpages that articulate the overall mission and purpose of the institution (mission statement, vision statement, values statements, goals statements, strategic plans, factbooks, key performance indicators, etc.)
- Minutes from meetings, retreats, or other events at which the mission is discussed.
- Evidence that shows engagement with internal and external stakeholders around GCC's overall mission and purpose (annual reports, presentations, surveys, etc.).

1.2

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

Review Criteria:

- GCC establishes its goals in a process that is appropriate for its character and context.
- GCC has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes.
- GCC's goals align with key initiatives within its scope of responsibility.

Possible Sources of Evidence Can Include:

- Documentation of procedure/process for setting and reviewing institutional goals.
- Documentation illustrating institutional goals and assessment of progress toward them.
- Documentation of meaningful discussion of equity data and actions to close equity gaps.

Institutional Strategic Master Plan (ISMP)



GCC'S TRANSFORMATION BLUEPRINT

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

ISMP 2020-2026 Timeline

Guam Community College Institutional Strategic Master Plan 2020-2026 Timeline



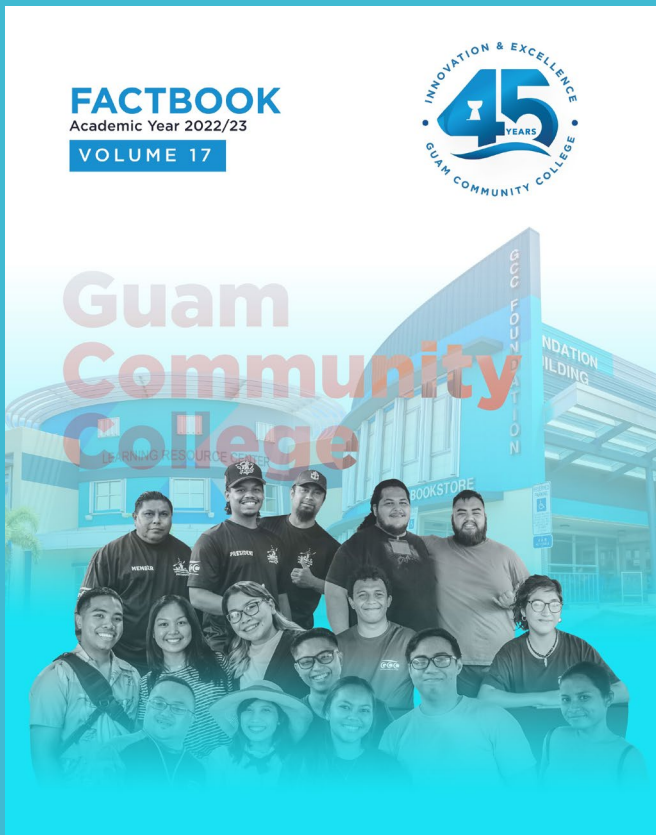
DATE	ISMP Event
August 13, 2018	Formal planning process began at the 2018 Fall Convocation: Beyond Accreditation, Strategic Thinking for 2025. In attendance were GCC Faculty, Staff, and Administrators. The Planning and Development Team presented "Closing the Loop of the ISMP 2014-2020". Location: Multi-Purpose Auditorium / Time: 8:00am to 5:00pm
October 9, 2018	First Brainstorming Session with Key Leaders (15 present) Location: Learning Resource Center / Time: 9:00am to 12 noon
October 30, 2018	Second Brainstorming Session with Key Leaders (16 present) Location: Learning Resource Center / Time: 9:00am to 12noon
November 6, 2018	Fall 2018 College Assembly "Envisioning GCC's Future by Design with the planning activity "Imagining GCC in 2026: Planning Framework and Thematic Categories" that grouped the Administrators, Faculty, and Staff into 15 different Marianas Islands representing each a goal. (214 present) Location: Multi-Purpose Auditorium / Time: 8:00am to 1:00pm
December 14, 2018	First Reconvening Session with Key Team Leaders (13 present) Location: Learning Resource Center / Time: 3:00pm to 5:00pm
January 18, 2019	Student Focus Group with GCC Student Organization Leaders (22 present) Location: Room 5108 / Time: 1:00pm to 4:00pm
January 24, 2019	Industry Partners Stakeholder's Session (41 present) Location: Multi-Purpose Auditorium / Time: 7:00am to 9:00am
January 28, 2019	Second Reconvening Session (19 present) Location: Room C-1 / Time: 3:00am to 5:00pm
February 18, 2019	Third Reconvening Session (15 present) Location: Room 5108 / Time: 3:00am to 5:00pm
February 25, 2019	Planning & Development Team meets with President for Goals revisions (3 present) Location: President's Conference Room / Time: 3:00am to 4:00pm
February 26- March 7, 2019	Each Theme Focus Groups Gathered to finalize sections Location: GCC Campus / Time: Varied upon each group
March 8, 2019	Fourth Reconvening Session (12 Present) Location: Learning Resource Center / Time: 3:00pm to 5:00pm
March 11-22, 2019	Revisions of the document made between the President, the Contractor, and the Planning & Development Team.
March 25, 2019	Final Reconvening Session of review for Edits with Key Team Leaders (14 present) Location: Learning Resource Center / Time: 9:00am to 11:00am
May 2019	ISMP presented to the Board of Trustees for approval. Location: / Time: To Be Determined

1.3

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

Review Criteria:

- GCC has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy.
- GCC regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvement as needed.
- GCC regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.

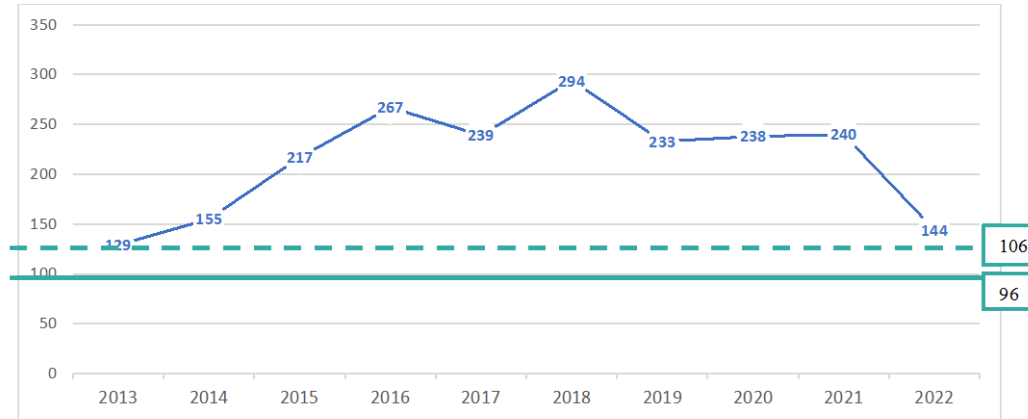


Institution-Set Student Achievement (ISS) Benchmarks

LEGEND:

- Aspirational Goal - - - - -
- Benchmark (Floor) - - - - -

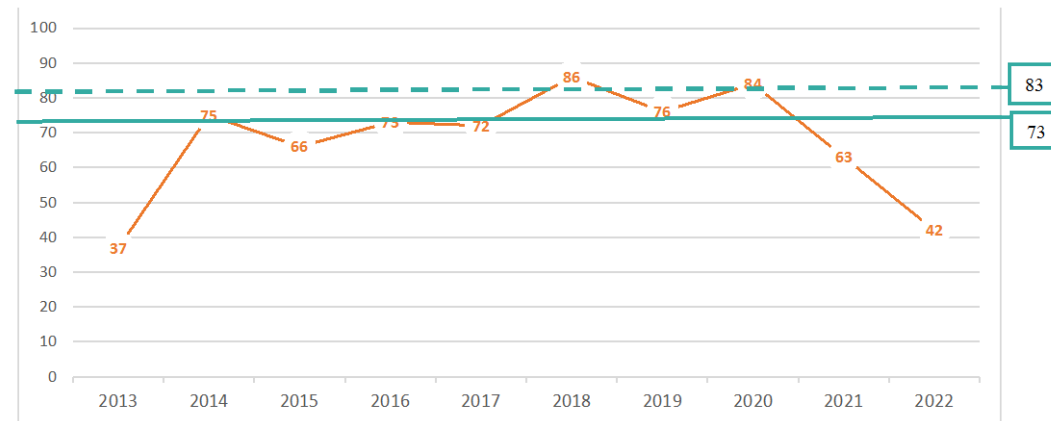
Degree Completion - Postsecondary



2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
129	155	217	267	239	294	233	238	240	144

The number of Associate of Arts and Associate of Science Degrees that were awarded during the academic year.

Certificate Completion - Postsecondary



2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
37	75	66	73	72	86	76	84	63	42

Source: GCC Fact Book, Volume 1-15; Banner, Argos

The number of Certificates that were awarded during the academic year.

Possible sources of evidence

- Documentation of how institution-set standards and assessment of student learning are used to support the institution as it evaluates progress towards its mission.
- Examples of improvements and/or innovations implemented as a result of discussions of progress toward the mission.
- Minutes or other documentation of meaningful discussion of disaggregated data, equity gaps, and actions plans in response to the data.

Unduplicated Enrollment by Age (Fall)

Year	20 & under	21-25	26-31	32-41	42-54	55 & older	Not Reported	Total
2013	1013	942	352	258	121	40	1	2727
2014	902	917	341	247	123	33	0	2563
2015	972	803	297	204	102	32	0	2410
2016	984	1105		306		33	0	2428
2017	849	743	284	193	106	43	0	2218
2018	1280		207	308	157	126	0	2078
2019	713	679	303	169	83	32	0	1979
2020	765	547	253	146	68	17	0	1796
2021	698	503	245	143	77	24	0	1690
2022	689	544	245	156	64	32	0	1730

Unduplicated Enrollment by Gender (Fall)

Year	Female	Male	Not Reported	Total
2013	1506	1221	0	2727
2014	1424	1139	0	2563
2015	1325	1085	0	2410
2016	1349	1079	0	2428
2017	1206	988	24	2218
2018	1148	930	0	2078
2019	1094	885	0	1979
2020	1025	765	6	1796
2021	937	746	7	1690
2022	962	753	15	1730

Source: GCC Fact Book, Volume 1-16, Arjps

1.4

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

Review Criteria:

- Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement.
- Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.
- Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by relevant data and information.



GUAM COMMUNITY COLLEGE

**FY2024
Budget
Request**

(AMENDED 03/10/2023)



GUAMCOMMUNITYCOLLEGE

GCC'S TRANSFORMATION BLUEPRINT

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

- **GOAL 4: Optimizing Resources**
- To continue to be financially and operationally sustainable, GCC will need to diversify revenue streams to support its programs and provide employees opportunities for growth.
- GCC will generate more revenue by focusing on creative and collaborative ways to expand our fiscal and human resources. Plans to increase student enrollment, while reducing costs to the college, can be a challenge as we face economic changes. By exploring resources with public and private partnerships, we can achieve financial security in various areas. Robust programs that offer timely, relevant workforce development will ensure increased enrollment, capital improvement and an expanded footprint.
- GCC's commitment to building internal capacity through employee professional development will ultimately strengthen institutional capability to meet the demands of an evolving workforce. GCC will invest in internal talent as a way of filling critical positions, ensuring stability, and encouraging loyalty to the organization.
- GCC's success in the future will be determined by its ability to harness the productivity and ingenuity of its human resources, grow capacity and sustain fiscal stability at a time when resources are increasingly tied to rates of completion. Utilizing both fiscal and human capital strategically is key.
- **Objective 4.1 Diversify revenue streams**
- **Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)**
- **Objective 4.3 Provide employee professional development**
- **Objective 4.4 Develop and implement succession planning**
- **Objective 4.5 Cultivate team building**

Possible Sources of Evidence Could Include:

- Examples of procedures/processes detailing comprehensive integrated planning systems (handbooks, planning platforms, etc.)
- Examples of completed institutional plans, program reviews, and/or similar institutional planning documents.
- Examples of improvements and innovations emerging from the institution's comprehensive planning systems.
- Evidence of prioritizing and funding resource allocations that arise through program review.

1.5

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

Review Criteria:

- GCC regularly communicates the results of its progress with internal and external stakeholders, as appropriate to its character and content.
- Institutional evaluation reports and program reviews can be accessed by constituencies.
- Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.

GUAM COMMUNITY COLLEGE
Institutional Strategic Master Plan
2020-2026



Presented September 2019






Planning & Development Department
Office of Sustainability

APPROVED OCTOBER 4, 2019 BOARD OF TRUSTEES MEETING

Possible Sources of Evidence Could Include:

- Examples of regular communication related to the institution's evaluation of its progress toward achieving mission (published reports, presentation materials, meeting minutes, factbooks, external newsletters, website content, press releases, conferences presentations, etc.)
- Examples demonstrating how data and evidence related to institutional strengths and areas for development are used to inform institutional priorities (minutes showing discussions of data; planning documents; budget assumptions; resource prioritization and allocation documents, etc.)

GUAM COMMUNITY COLLEGE
Institutional Strategic Master Plan
2020-2026

Presented September 2019


Planning & Development Department
Office of Sustainability

APPROVED OCTOBER 4, 2019 BOARD OF TRUSTEES MEETING


FACTBOOK
Academic Year 2022/23
VOLUME 17



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GCC To Recognize 31 With Boot Camp Completion Ceremony

NEWS

Posted Date: 07/06/2022

MEDIA INVITATION

GCC to Recognize 31 with Boot Camp Completion Ceremony

Wednesday, July 6, 2022

Guam Community College will hold the completion ceremony for the Child Care Provider Certification Program and the Bus Driving Boot Camp I on **Thursday, July 7, 2022 at 1:30 p.m.** in the GCC Multipurpose Auditorium (Building 400). A total of 31 participants completed the two programs and will receive their certificates of completion.

The Child Care Provider Certification Program is the first of its kind and was created by the Guam Economic Development Authority, Department of Public Health and Social Services, and GCC to educate, train, and provide more individuals an opportunity to work as childcare professionals in our island's childcare centers and afterschool programs. This program is free to applicants who qualify. There are a total of 17 who have completed this training program.

The Bus Driving Boot Camp I is also the first of its kind and was developed by the Guam Department of Labor in partnership with the Department of Public Works, Koppenberg Enterprises Inc. and GCC. The 14 completers have already taken and passed the Class "D" License, a chauffeur license with the "D" endorsement allowing for the operation of 15 to 90 passenger vehicles, including school buses and tour buses. Those hired by DPW are already earning a paycheck through the Guam Department of Labor and will eventually transition to limited term employees. The KEI participants are also employed as bus drivers and dispatchers.

What: Completion Ceremony for Child Care Provider Certification Program and Bus Driving Boot Camp I

Where: GCC Multipurpose Auditorium, Building 400

When: Thursday, July 7, 2022 at 1:30 P.M.



BACK TO TOP

Required Documents- Institutional Mission and Effectiveness

- Institutional procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution.
- Documentation of the governing board's approval of the institutional mission.
- Procedures/processes for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution.
- Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards) in accordance with Commission policy and practices for monitoring institutional performance, including standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates.

Reporting Your Reflections in the Report

Major Sections in the Self-Evaluation Report	Suggested Length
Forward to the Institutional Self-Evaluation	1 page
A. Introduction: Institutional Context	2-5 pages
B. Institutional Self-Evaluation of Alignment with the Accreditation Standards	60-70 pages
C. Checklist: Required documentation	(no narratives)
D. Appendix: Additional Institutional Information	(no narratives)

Documenting Your Reflections in the Report

Forward to the Institutional Self-Evaluation Report:

- Overview of high-level themes that emerged from your self-evaluation
 - Areas of strength
 - Opportunities for improvement and innovation
- Provides readers with a sense of what you learned from the process
- 1 page maximum

PRO TIP: write this last, after the rest of the report has been finalized

Documenting Your Reflections in the Report

New prompt for the analysis of alignment with each Standard:

Provide a narrative response that analyzes your institution's alignment with the Standard. The narrative should address the review criteria and include supporting evidence/examples as appropriate. The narrative should also address any opportunities for innovation and areas for improving alignment that were identified during the self-evaluation process.

As you draft your response, it may be helpful to consider:

- What does the institution do to align with the Standard?
- What are the results? How effectively do these actions support equitable student success? How do you know?
- What did the institution learn?
- What will you do differently? How does your learning inform plans for action, improvement, and/or innovation?

Other Important Information

Appendix: Additional Institutional Information

- Organizational charts
- List of additional locations where >50% of a program can be completed (if applicable)

Links to Template

- [ACCJC Guides & Manuals](#)

<https://accjc.org/guides-and-manuals/>

- [ACCJC Template](#)

[GCC Accreditation Website](#)

Standards Committee Tasks

- Selection of Chair & CoChair
- ISER Development Calendar
- Weekly Progress Reports