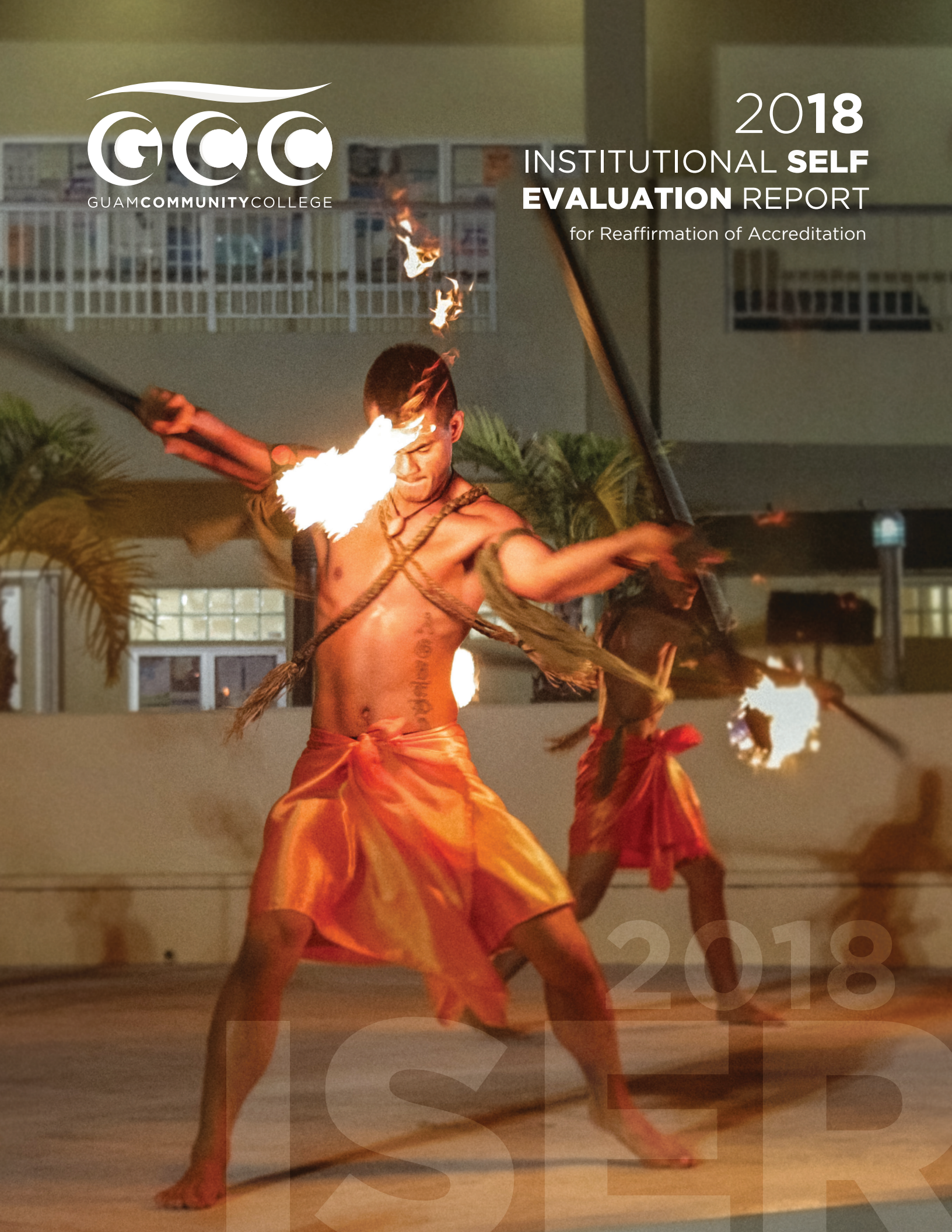




# 2018 INSTITUTIONAL **SELF** **EVALUATION** REPORT

for Reaffirmation of Accreditation



2018  
SELF  
EVALUATION

**2017 INSTITUTIONAL SELF EVALUATION REPORT (ISER)**

**IN SUPPORT OF**

**RE-AFFIRMATION OF ACCREDITATION**

Submitted by

GUAM COMMUNITY COLLEGE  
1 Sesame Street  
Mangilao, Guam 96923

Submitted to

Accrediting Commission for Junior and Community Colleges  
Western Association of Schools and Colleges

December 2017

## Certification of the 2017 Comprehensive Institutional Evaluation Report

To: Accrediting Commission for Community and Junior Colleges, Western  
Association of Schools and Colleges

From: Dr. Mary A. Y. Okada  
President and CEO  
Guam Community College

This Institutional Self Evaluation Report (ISER) is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

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Mr. Frank P. Arriola	Date
Chairperson, GCC Board of Trustees	

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Dr. Mary A. Y. Okada	Date
Chief Executive Officer and President	

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Dr. R. Ray D. Somera	Date
Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs	

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(Name)	Date
President, GCC Faculty Senate	

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(Name)	Date
President, GCC Staff Senate	

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(Name)	Date
President, Council on Postsecondary Students Association (COPSA)	

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## Overview and Context

Two years ago in November, Guam Community College (known to the island as GCC) received the **2015 Department of the Year** award from the government of Guam. Known as the MagPRO Awards, this recognition program showcases outstanding employees, programs, and agencies that provide services to the citizens of Guam. As the highest and most competitive awards program given by the Governor of Guam that includes more than 40 departments and agencies, as well as 55 occupational groups, the award won by GCC in 2015 has been a remarkable source of pride for the college and its employees.<sup>1</sup>

Signed by Governor Edward Baza Calvo, a certificate now sits at the GCC President's Office with this inscription:

Strength and Honor Bestowed upon  
**Guam Community College**  
 in recognition of your Distinguished Achievement  
 and performance in Fiscal Year 2015 for  
**DEPARTMENT OF THE YEAR**

In GCC's application for this prestigious award, the college wrote:

*Our mission says it all: Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. As a mission-driven, semi-autonomous department in the Government of Guam, GCC has been providing clear educational and career pathways for the young adult population of Guam since 1977.*

Now celebrating its 40<sup>th</sup> anniversary this year (1977-2017), GCC's recognition as the 2015 Department of the Year awardee indicates government-wide acknowledgement that GCC is succeeding in meeting the island's workforce needs. This institutional mandate is fulfilled through individualized service to its students, whose words, as quoted verbatim below, illustrate the known strengths of GCC<sup>2</sup>:

*I wanted to be in an environment where the students in the community can share common attitudes, interests and goals. Guam Community College is a place where we look out for each other, care for each other and if someone is in trouble, we are there to help. The campus is expanding to new heights, and thanks to the faculty, staff and administrators for pushing this evolution forward. All the instructors that I had were inspiring. It's not about playing it safe; we need to try our best to ensure that we are within or above the qualifications and standards that are assigned to us. A degree may not guarantee you a job, but it opens up opportunities. It helps with your resume and with the self-confidence that you can build only through higher learning.*

<sup>1</sup> This annual government-wide recognition program is widely known as MagPRO (which stands for Magnificent Professionals),

<sup>2</sup> These quotes from students were extracted from the MAGPro application and Annual Reports published by the Office of Communications and Promotions.

-Gerome Sangalang  
A.S. Pre-Architectural Drafting (2015 graduate)

*I'm really thankful for all of the things I learned at GCC, because the program shows you the way the hotel works, all the nuts and bolts of what we need to know, so when you start working, it's applying everything that I've learned and not just doing it the way the hotel does it, but also, trying to find ways that you can do it better. At GCC, the program, showed that to me. As a (former) student who is now working in the industry, I see that Guam has a lot of potential, so from what I learned at GCC, I want to bring Guam to that level.*

-Raquel Maminta, A.S. Hotel Operations Management (2015 graduate), Banquet Sales Coordinator, Lotte Hotel Guam

*I dropped out of John F. Kennedy High School at age 16. When I turned 20 I decided to go to GCC. I originally enrolled to get my GED, but I changed my mind because I had something lacking in my life, so I switched over into the Adult High School Diploma Program. The instructors and counselors I had were very helpful, encouraging and inspirational...Through the student organizations, I have learned to work with many different people with many different attitudes in many different scenarios. I took advantage of Project Aim, College Access, the free tutoring, Work Study, and scholarships...After I graduate from GCC, I plan to pursue my BA in Education, then eventually my Masters in Education at the University of Guam. I want to become a teacher because I believe that giving back to your community is important. When I earn my Associates Degree I can honestly say I'm going to miss the warmth that I feel when I walk through the campus.*

-Adrian Davis, Adult High School and A.S. Education Graduate, 2017, Student Representative, GCC Board of Trustees (AY 2015-2017).

*GCC's Visual Communications program prepared me to interact with many unique customers with different preferences, and the Marketing courses I took enabled me to provide valuable input regarding the merchandise Macy's customers are interested in.*

-John G. Clemente (2014 graduate)  
A.S. Visual Communications

*My experience at GCC was something that I'm grateful for. I was able to enhance my skills and knowledge in visual communications, and have a better understanding and appreciation for the marketing field. I was able to learn how important it is to network with others, be able to contribute back to the community, and discover new ways to improve my knowledge of the things that surround me. To all the faculty and staff at Guam Community College, I'd like to say, 'Thank you!' for all your hard work and dedication to help the people of Guam achieve their dreams and goals.*

-Amanda Antolin  
A.S. Visual Communications (2012 graduate)  
A.S. Marketing (2014 graduate)

*I was older than the traditional student, but the friendly environment and pro-veteran atmosphere helped me get adjusted. I was able to count classes I had taken in 2003 as*

*electives and complete my degree requirements earlier. I would definitely recommend GCC to be the first choice for anyone. A common theme among GCC alumni is that GCC is a family-oriented institution. We got to know our instructors and it was hard to leave.*

-Johnson Ancheta

A.A. Interdisciplinary Arts & Sciences (2016 graduate)

U.S. Air Force Veteran

This individualized focus on students' success, combined with GCC's commitment to Guam's workforce, has contributed largely to the prestige that the college has gained through the years. As a unique institution, the Governor's MagPRO award of excellence to GCC as the **Department of the Year** in 2015 is a tangible validation of this success.

It is also worthwhile to note that the Guam Office of Public Accountability in April 2017 commended the Guam Community College for being the **only** government agency to qualify as a low-risk auditee for the 16th consecutive fiscal year. With this solid reputation, GCC is known in the community as the most fiscally responsible government agency on Guam.<sup>3</sup>

### ***Where America's Day Begins: Guam, in the crosshairs***

As a United States territory, Guam grabbed headlines all over the world in August 2017 and was thrust into the national and international limelight because of a threat of a ballistic missile attack from North Korea's President Kim Jung Un. Though this was not the first threat he has made against Guam, this became the headline the world over after President Donald Trump went on national television to announce that any threat from North Korea will be met with "fire and fury, the likes of which has never been seen before."<sup>4</sup> What followed was an angry war of words between the two presidents, which put Guam in the crosshairs of this threat of missile attack. With an estimated 7,000 military personnel stationed on island, Guam is the closest US territory to North Korea, with Navy and Air Force bases currently occupying about a third of the island. Because of Guam's strategic location, the threat of a ballistic missile attack from North Korea is a stark reality that all residents of Guam face on an everyday basis.<sup>5</sup>

Figure 1 below shows the geographic location of Guam and its approximate distances to Pyongyang, North Korea (2,100 miles), Manila, Philippines (2,151 miles), Hong Kong, People's Republic of China (2,107 miles), Tokyo, Japan (1,619) and Sydney, Australia (2,763 miles).

Figure 1. Guam's geographic location in the Pacific region

<sup>3</sup> "GCC receives clean audit for 16<sup>th</sup> consecutive year," Retrieved from <http://www.kuam.com/story/35062262/2017/04/Tuesday/gcc-receives-clean-audit-for-16th-consecutive-year>, April 3, 2017, p. 1.

<sup>4</sup> "North Korea missiles can reach Guam in 14 minutes", Pacific Daily News, August 10 2017, p. 1.

<sup>5</sup> "Business as usual in Guam despite North Korea missile threat," Retrieved from <http://thenewdaily.com.au/news/world/2017/08/15/guam-north-korea-missile-children/>, August 15, 2017, p. 1.



(Note: Map above is illustrative only, and not to scale)

With its tagline “Where America’s Day Begins” directed towards all visitors and tourists coming to the island, Guam is the largest and most developed island nation in Micronesia, a region of small islands and atolls in the western Pacific Ocean encompassing an area larger than the continental United States. From a political standpoint, Guam is an unincorporated U.S. territory located approximately 8,950 miles west of Washington DC, 1,500 miles southeast of Tokyo and 3958 miles west of Honolulu, Hawaii. It lies geographically closer to the Asian Pacific Rim than to the United States. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west with a total landmass of 212 square miles. The entire island is 30 miles (50 km) long and 4 to 12 miles (6 to 19 km) wide,  $\frac{3}{4}$  the size of Singapore. The island’s coastline is 77 miles, encompassing a land area of 209 miles, which is less than half the size of Los Angeles. This small island rises 37,820 feet above the world’s deepest channel, the Mariana’s Trench. The island experiences a tropical climate that is warm and humid year-round.

Guam lies west of the International Date Line, hence, local time is 15 hours ahead of Eastern Standard Time (EST) and 20 hours ahead of Hawaii. As sponsored by then-Congressman Robert Underwood, Public Law 106-564 passed by the United States Congress in 2000 established the standard time zone for Guam and the Northern Mariana Islands known as *Chamorro Standard Time*. Chamorros are the indigenous inhabitants of



Guam and Northern Marianas who became citizens of the United States with the passage of the Guam Organic Act of 1950 signed by President Harry Truman. The Organic Act also provided for the first civilian government in Guam history and transferred the federal jurisdiction over Guam from the U.S. Navy to the Department of the Interior.

Paralleling the history of the Philippines, Guam became a colony of Spain for 300 years before being ceded to the United States through the Treaty of Paris in 1898 at the end of the Spanish American War. During World War II (from 1941 to 1944), the Japanese occupied Guam until American military forces reclaimed the territory for the United States in July 1944. To this day, July 21 is celebrated annually as Guam's Liberation Day, with a downtown parade that involves government agencies, non-profit organizations and other community-based groups<sup>6</sup>.

Because of its strategic location, Guam is considered the American gateway to Asia and the Pacific Rim. As such, Asian investors have access to U.S. investment and related banking, financial, legal and dispute resolution services. As a US territory, Guam also provides accessibility for students in the region to U.S.- accredited educational institutions, such as the Guam Community College (GCC), Pacific Islands University (PIU) and the University of Guam (UOG).

**Demographic Profile.** The island's demography has remained relatively the same since the 2010 Census. Similar to the United States, Guam is considered a melting pot, but its demographic profile consists mostly of Pacific Islanders. The Compact of Free Association (COFA) that was negotiated in 1986 allows free emigration of residents from the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau into the United States and its territories. The compacts give citizens of these island nations the freedom to work and study in the mainland United States or its territories, and a large number of them come to Guam due to its geographical proximity, as well as their familiarity with its environment and culture. Student demographics at the college already reflect this growing trend of Micronesian migration to Guam, as the Micronesian student population at the college, such as the Chuukeese, has increased through the years.

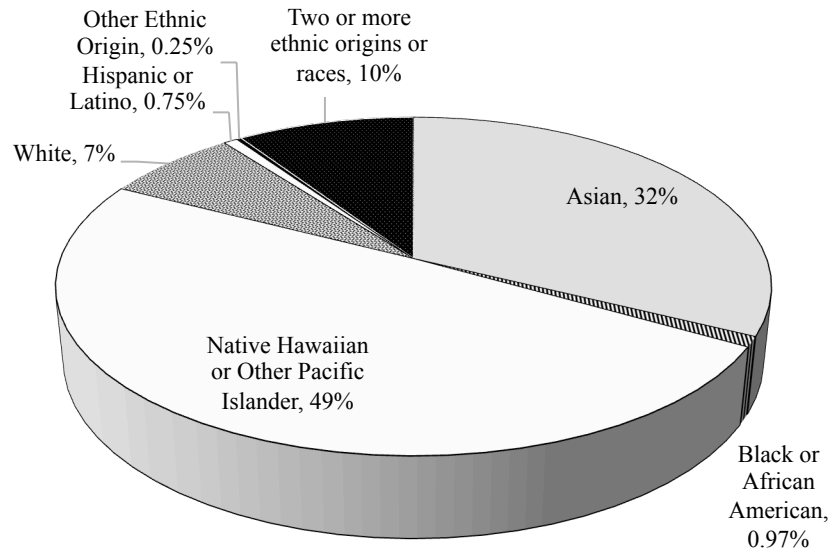
Of the 159,358 Guam residents recorded in the 2010 Census, nearly half are of Native Hawaiian or Other Pacific Islander descent while a third are of Asian descent. Three of every four Pacific Islanders identify as Chamorro while two of every three Asians identify as Filipino. The Chuukeese and White ethnic groups each represent seven (7) percent of the total population. The island expects a continued buildup in military members and their families, following a decision by the U.S. Department of Defense to relocate about 4,700 U.S. Marines from Okinawa, Japan within the next 3-5 years<sup>7</sup>. Figure 3 below shows the various ethnicities that make up Guam's population as a melting pot:

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<sup>6</sup> Guam Community College joined the parade this year (July 2017) with a float on a 6x6 truckbed that showcased the college's newly-designed logo for community visibility purposes.

<sup>7</sup> As part of the military realignment plan in the Pacific, the relocation of the Marines is a result of a US-Japan agreement more than a decade ago to ease the presence of US military personnel in Okinawa by moving some of them to various locations such as Hawaii, Australia, and Guam.

Figure 3. Ethnic Population Totals



The anticipated military buildup on island will have a significant impact on educational and training opportunities at the college because of expansion requirements that will have to respond to the needs of service members and dependents, as well to as potential workforce needs. Anticipated impact areas include healthcare, safety, transportation, utilities, education, childcare, housing, and other quality of life support activities. Its cultural impact on the Chamorro culture is a subject of ongoing community debate and discussion, which has given rise to a resurgence of critical interest in Chamorro language and culture<sup>9</sup>. Thousands of trained individuals will be needed to complete more than \$10 billion in direct or indirect construction projects over the next several years. The mandate to train Guam's population has recently been strengthened by the federal government's decision not to approve new H2B visa applications, which have been used by Guam to secure skilled workers with needed expertise, from countries outside of the United States, such as the Philippines, China, and Korea. This issue has significant ramifications on the college's mission and hence this critical topic of H2B workers will re-emerge later in the Quality Focus Essay (QFE) component of this ISER.

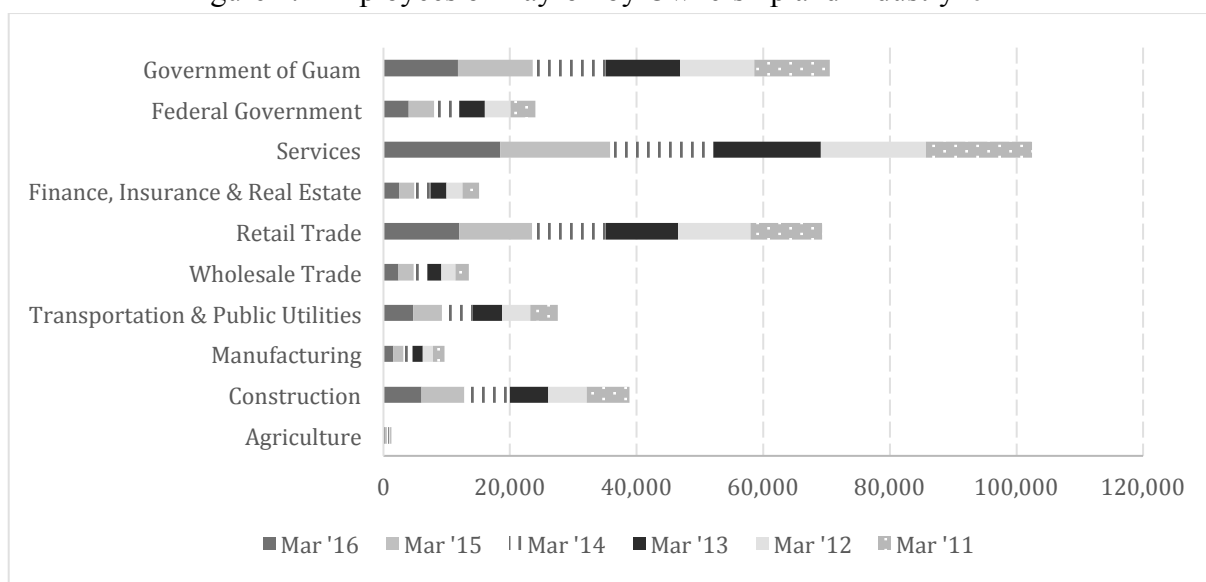
**Labor Market and Socioeconomic Data.** The latest statistics released by the Guam Department of Labor's (GDOL) Bureau of Labor Statistics in partnership with the U.S. Department of Labor's Employment and Training Administration reveal that the total number of paid employees in Guam's private and public sectors has gained modest

<sup>8</sup>[https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_GUSF\\_P3&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_GUSF_P3&prodType=table)

<sup>9</sup> This debate has in fact re-ignited decades of intense discussion regarding the territory's self-determination status, as well as the effects of colonialism on Guam. Consequently, pride in Guam's cultural roots has given rise to a growing awareness of Chamorro language and culture among younger people, such as GCC students. The cover design for this ISER (that of a Chamorro warrior) illustrates the intensifying cultural pride of GCC students, as cultural presentations of indigenous dances has become a regular fare of the Annual Fall Festival organized by GCC student organizations each year. It is also worthwhile to note that Guam is one of the remaining seventeen (17) non self-governing territories in the world, according to the United Nations website.

growth in the past five years. The gain is mainly attributed to the private sector, which has increased by three (3) percent between March 2011 and March 2016. As reflected in Figure 2 on the following page, the largest percentage increase in paid employees has occurred in the agriculture industry, which has grown 30 percent during the five-year period. A 10 percent increase in paid employees is observed in the wholesale trade industry and the service industry, which accounts for the largest employing industry that includes hotels and other lodging places. The construction industry and manufacturing industry have each experienced a 10 percent decrease in the total number of paid employments. Contrary to the growth in the private sector, employment in the public sector has decreased by 0.7 percent between March 2011 and March 2016, particularly for the Government of Guam.

Figure 2. Employees on Payroll by Ownership and Industry<sup>10</sup>



	Mar '16	Mar '15	Mar '14	Mar '13	Mar '12	Mar '11
Agriculture	250	280	180	160	170	190
Construction	6,050	6,740	7,160	6,080	6,040	6,820
Manufacturing	1,550	1,590	1,400	1,670	1,660	1,750
Transportation & Public Utilities	4,740	4,550	4,760	4,670	4,480	4,350
Wholesale Trade	2,370	2,450	2,150	2,160	2,200	2,120
Retail Trade	11,980	11,470	11,630	11,470	11,430	11,330
Finance, Insurance & Real Estate	2,440	2,460	2,500	2,520	2,580	2,580
Services	18,400	17,390	16,410	16,940	16,530	16,780
Federal Government	3,940	4,040	3,990	4,010	4,080	3,950
Government of Guam	11,790	11,760	11,600	11,660	11,760	11,890
<b>Total Payroll Employment</b>	<b>63,510</b>	<b>62,730</b>	<b>61,780</b>	<b>61,340</b>	<b>60,930</b>	<b>61,760</b>

<sup>10</sup>Current Employment Report (2011 thru 2016), Guam Department of Labor Bureau of Labor Statistics.

**GCC and its mandate.** As the only community college on island, Guam Community College is located in the village of Mangilao, one of the 19 villages of Guam. The University of Guam, Pacific Islands University and Guam Community College are all located in the village of Mangilao, making this village the higher education hub of the island. With a land area of over 40 acres, the College was created by the Community College Act of 1977 (Public Law 14-77) with four primary goals: (1) to consolidate and strengthen many of the existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and (4) to strengthen the formal secondary and post-secondary education program in the vocational-technical fields<sup>11</sup>. With a strong presence in the six (6) public high schools offering career and technical education (CTE) programs, the College also operates postsecondary career and technical education programs, adult and continuing education, community education, and short-term, customized training for employers. These programs are delivered both on and off campus, in satellite programs and on site at businesses as needed. The college also serves as the State Agency for Career and Technical Education, and provides instructional support to the Apprenticeship Training Program of the US Department of Labor. Likewise, the college offers a variety of community service and special programs to prepare students for college experiences including English-as-a-Second Language, Adult Basic Education, General Education Development (GED) preparation and testing, and an Adult High School Diploma program. Since 1979, GCC continues to be accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

As published in the *Academic Year 2017-2018 Catalog*, the College offers 18 Certificate programs and 23 Associate Degree programs, and over 50 apprenticeable trades in the Apprenticeship Training Program. Since the last accreditation visit in 2012, it has added several new programs either through re-institution of archived curriculum or through substantive change. These include the Certificate in Environmental Technician, Certificate in Family Services, AS in Human Services, a new concentration in Certificate in Criminal Justice: Marine and Terrestrial Conservation Enforcement, and an Industry Certification in Light Duty Hybrid Electric Vehicle Technology,

As is common at community colleges throughout the United States, and with its open admission policy, GCC welcomes all students, including those who are under-prepared for collegiate-level English and mathematics courses.

Although most courses are taught on-campus, the College also offers a few fully online courses, hybrid courses, and web-enhanced courses that allow students to work at their own pace and on their own time. Students may also participate in public or private sector apprenticeships, as approved by the U.S. Department of Labor. Upon successful completion of on-site job training and an instructional component at the college, a student in the apprentice program earns a journey worker certificate.

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<sup>11</sup> Public Law 14-77 is considered the college's enabling law; amendments to this legislation for which the college provided crucial testimony was passed by the Guam Legislature in 2011 as Public Law 31-99 .



For secondary students, Career and Technical Education (CTE) programs are currently offered at the six (6) Guam public high schools. College faculty, a number of whom come from industry, teach CTE courses, exposing students to various careers and equipping them with the technical skills they need to begin a career. CTE secondary programs include: Automotive Technology, Collision Repair Technology, Construction Trades, Early Childhood Education, Electronics Technology, Health Careers and Science, Marketing, Lodging Management, ProStart (culinary) and Visual Communications. In addition to high school credit, eligible students can receive a Certificate of Completion from GCC, or a Certificate of Mastery through the Work Experience Program. Students with a Certificate of Mastery are eligible to receive from six (6) up to fifteen (15) college credits through the Dual Credit Articulated Program of Study (DCAPS) program. Similarly, students from partnering high schools can enroll in GCC's Dual Enrollment Accelerated Learning (DEAL) program, which allows them to receive both high school and college credit for successful completion of a college-level English or mathematics course.

Continuing Education and Workforce Development (CEWD) offers the WorkKeys Assessment Program in the island's public high schools, allowing students to earn a National Career Readiness Certificate (NCRC), which shows an individual's level of general workplace readiness. GCC's Reach for College program is another available resource for both public and private secondary schools. Reach for College offers free tutoring services, college preparation and admissions workshops, financial aid assistance workshops, student leadership professional development, career exploration and assessment counseling services, as well as intersession bridge programs for eligible students.

Continuing Education and Workforce Development (CE/WD) serves other community sectors apart from traditional secondary and postsecondary students. Through CE/WD offerings, the college offers students Adult Basic Education, an Adult High School Diploma program, English as a Second Language, and High School Equivalency testing. Additionally, CE/WD offers short customized training courses and government-mandated professional development courses (e.g. Procurement Basic Training and Basic Project Management) to meet the demands of the current workforce. In partnership with the Department of Public Health and Social Services Environmental Health Division, GCC offers individuals and agencies the necessary health certificate to work in Guam's food and/or drinking establishments.

The steady enrollment rates at the College is reflective of the community's ever-increasing demand for more technically-skilled individuals to join the local workforce and to build local capacity to sustain post buildup jobs in areas such as construction trades, health care, as well as facilities maintenance and services.

Most importantly, the executive team at the College has stayed solid and consistent since the 2012 team visit on campus. The College president, Dr. Mary A.Y. Okada, who began her term in June 2007 is now in her 10<sup>th</sup> year as college president; Dr. R. Ray D. Somera,, the vice president for Academic Affairs (also the Accreditation Liaison Officer),

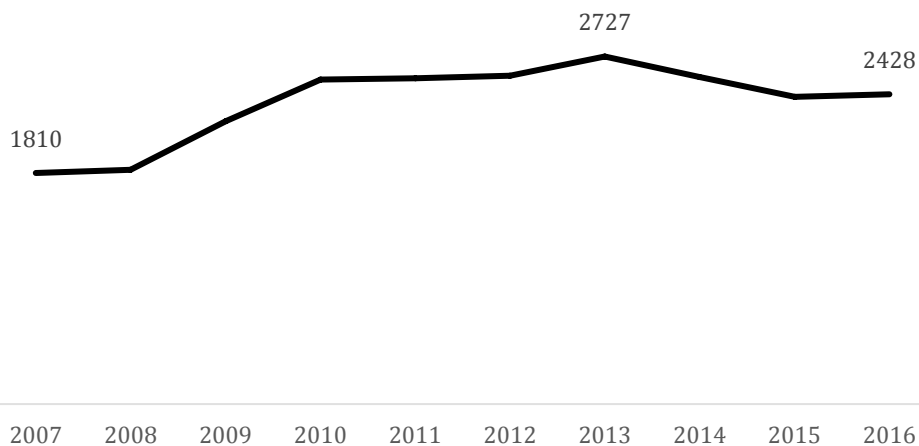
appointed in October 2007 is now in his 10<sup>th</sup> year in this position as well. Carmen K. Santos, the vice president for Administration and Finance, who joined GCC in December 2008 is completing her 9<sup>th</sup> year of appointment in this role. It is also important to note that the College president and the academic vice president, prior to their 2007 appointments, already possessed several years of administrative experience at the college itself when they filled their new positions. On the other hand, the vice president for Administration and Finance brought a wealth of experience in financial administration and management to the College when she became a member of the executive team.

## Fact Book Highlights since 2012

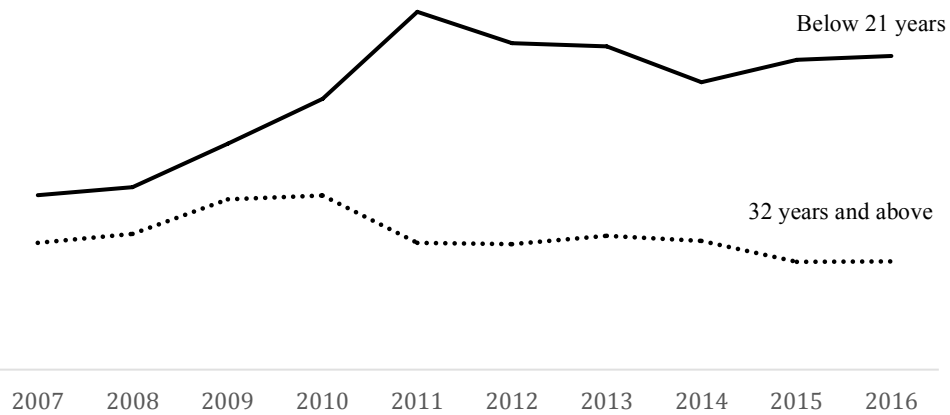
The college has published an Annual Fact Book since 2007, with 2017 as its 10-year publication anniversary. Below are tables from the most recent Fact Book (AY 2016-2017) that illustrate several of the key developments at GCC since the time of the last ACCJC accreditation visit in 2012. Since that time, GCC's enrollment has steadily increased, with a larger proportion of full-time students, younger students and veterans being served. The series of figures that follow are selected from the AY 2016-2017 Fact Book to highlight significant changes that have occurred at the college since 2012:

### *Postsecondary Student Enrollment Trends*

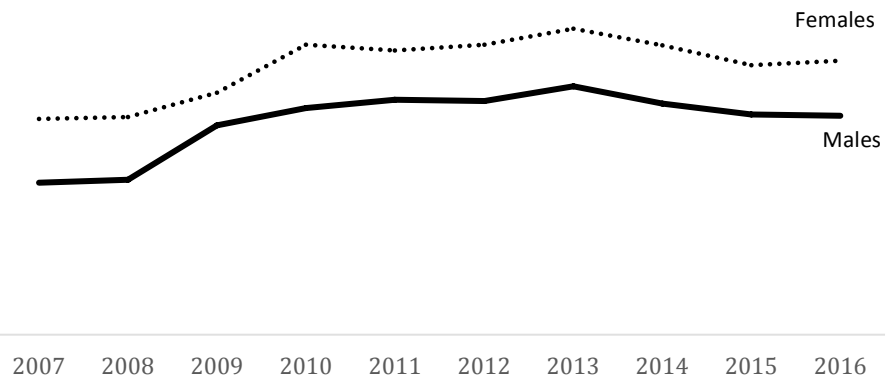
- In comparison to Fall 2007, the Fall 2016 postsecondary student population is 42% greater. The student population rose 51% between Fall 2007 (n=1810) and Fall 2013 (n=2727). Enrollment slightly decreased by 11% between Fall 2013 and Fall 2016 (n=2428).
- Enrollment jumped 21% from 1835 students in Fall 2008 to 2220 students by the following Fall semester in 2009, which is greatest increase between two consecutive Fall enrollments.



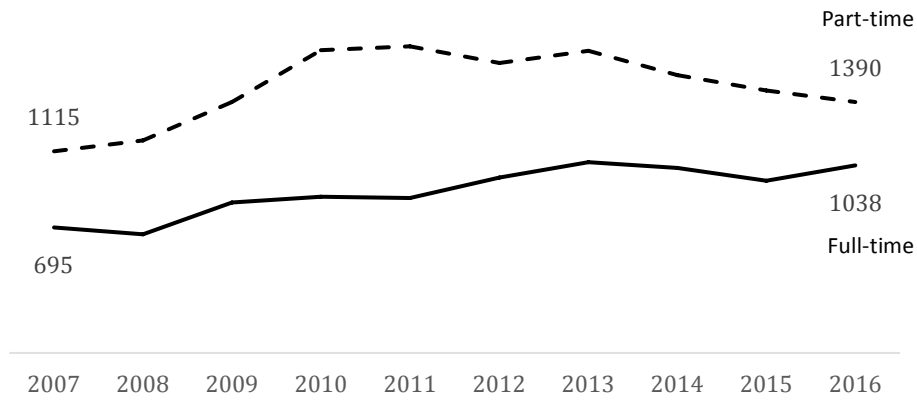
- Between Fall 2007 and 2010, a third of postsecondary students were below age 21. In recent years (Fall 2011 – 2016), the percent of students age 20 and under is, on average, 40%.
- The College now serves fewer postsecondary students above the age of 32. On average, the percentage of students 32 years or older old was 23% between Fall 2007 and 2010 while 15% between Fall 2011 and 2016.



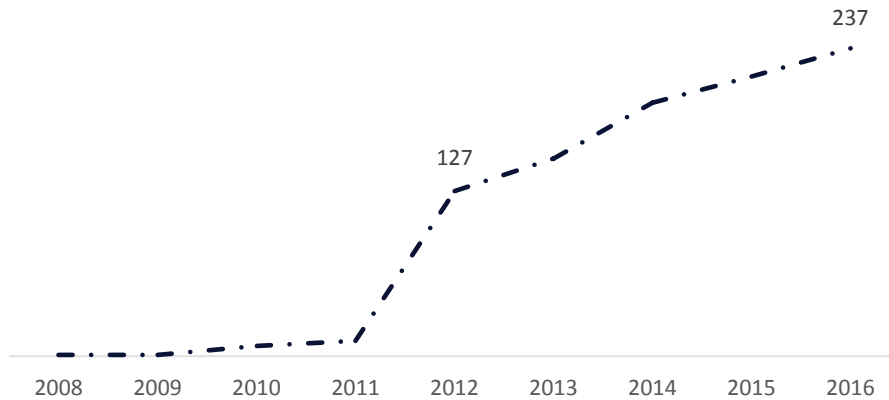
- The ratio of female to male students at the College has remained relatively constant from Fall 2007 to 2016, although majority of the student population continues to be female.



- Between Fall 2007 and Fall 2016, the percentage of part-time postsecondary students decreased from 62% (1115 of 1810 students) to 57% (1390 of 2428 students), whereas full-time students increased from 38% (695 of 1810 students) to 43% (1038 of 2428 students).



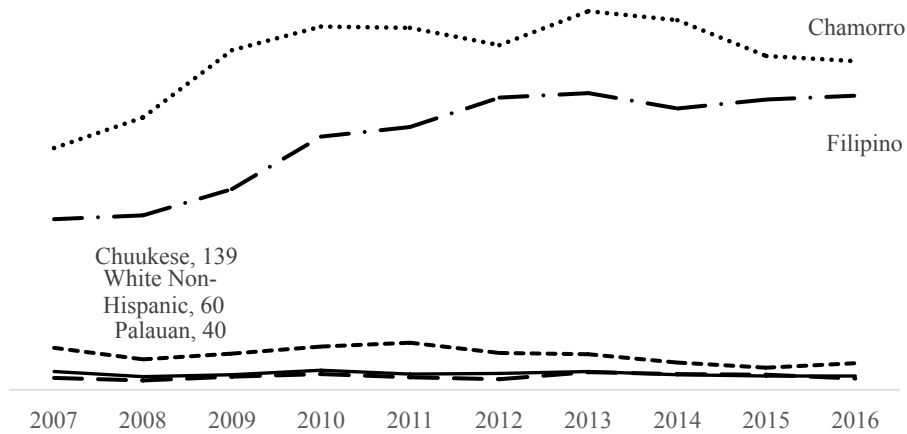
- The number of Veteran students attending the College has increased tremendously over the past several years. In Fall 2016, 237 veteran students receive quality education at GCC compared to 12 students five years prior in Fall 2011.



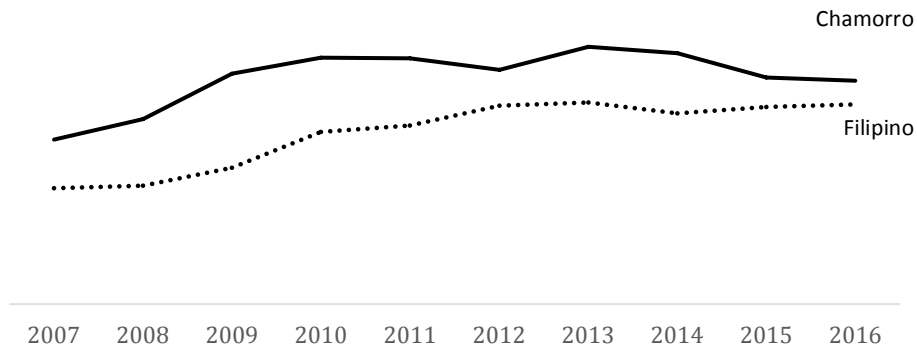
*Postsecondary Demographic Trends*

- Over the past ten years, the two largest subpopulations of students by ethnicity are Chamorro and Filipino.





- The number of Filipino students has almost doubled between Fall 2007 (n=525) and Fall 2016 (n=975) whereas the number of Chamorro students enrolled at the College has moderately increased over the past ten years.

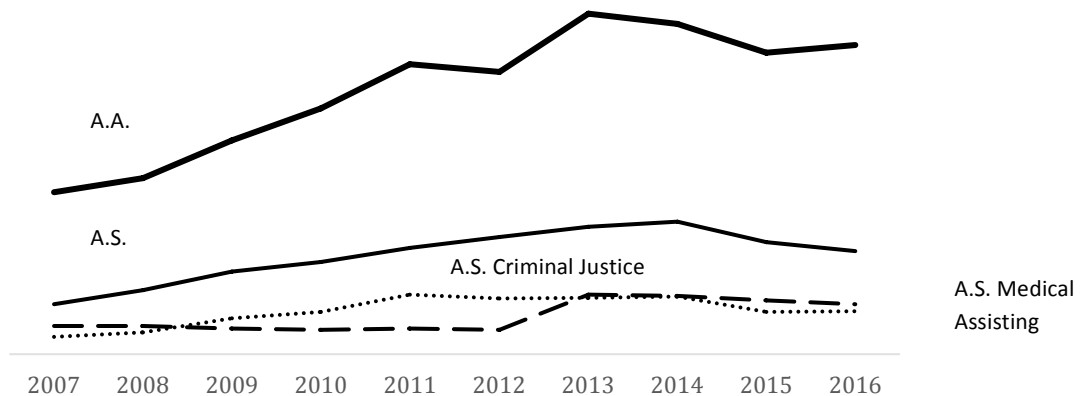


- The number of Palauan students slightly increased from Fall 2007 (n=40) to Fall 2013 (n=58), then decreased down to its original count in Fall 2007 by Fall 2016 (n=38). A similar pattern is observed among the Chuukese and White, Non-Hispanic sub-populations of students.

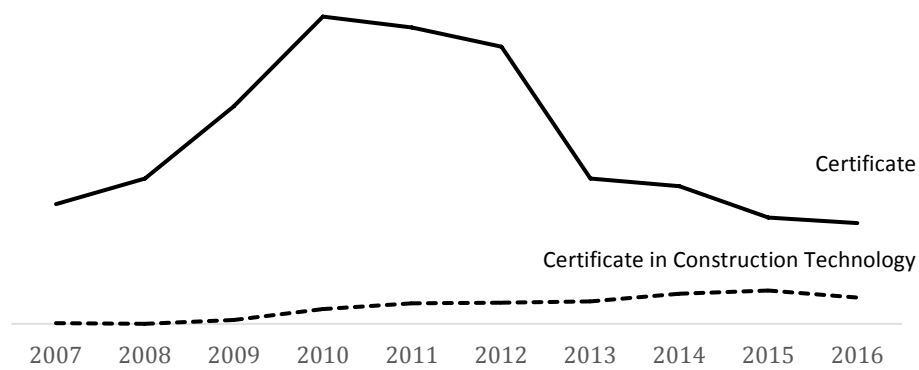


### Postsecondary Program Trends

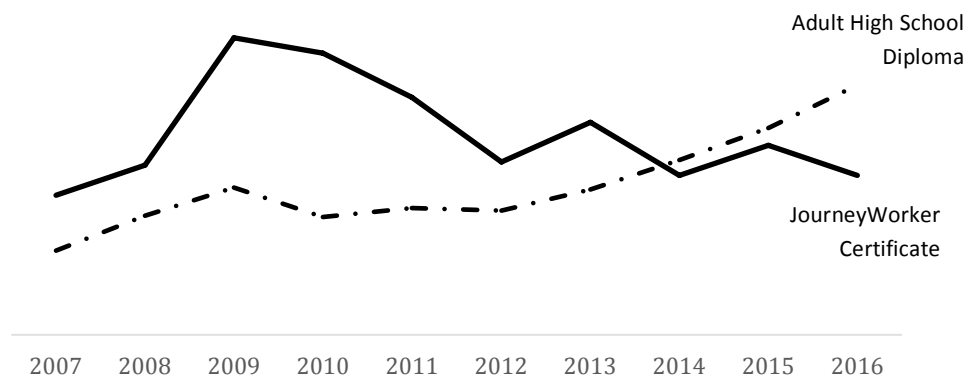
- Student enrollment in Associate degree programs nearly doubled between Fall 2007 and Fall 2016. All three Associate of Arts programs (Culinary Arts, Education, and Liberal Studies) increased at about the same rate year-to-year. The same is true for all but two programs in Associate of Science: (1) Enrollment in Criminal Justice jumped from 68 students in Fall 2007 to 170 students in Fall 2016, and (2) Enrollment in Medical Assisting increased from 113 students in Fall 2007 to 198 students in Fall 2016.
- The most popular Associate of Arts program was Liberal Studies until Fall 2013, when student enrollment is observed to decrease slightly below Associate of Arts in Education. The top two Associate of Science programs are Criminal Justice and Medical Assisting.



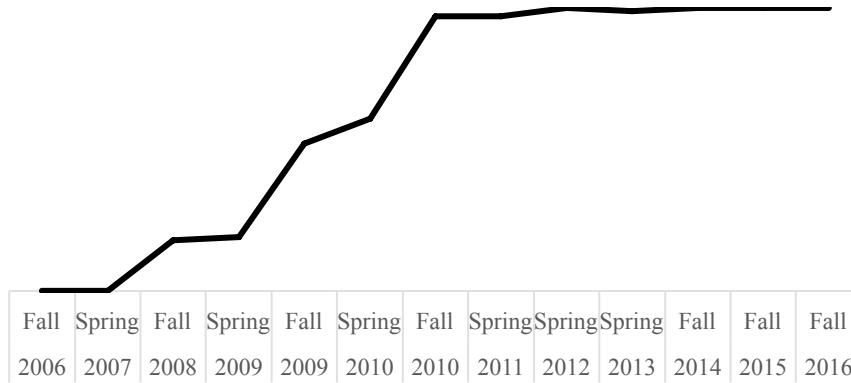
- Unlike Associate degree programs, the number of students enrolled in Certificate programs decreased from 147 students in Fall 2007 to 124 students in Fall 2016. However, the number of enrolled students rose alongside Associate degree programs until Fall 2012. Nearly one-third of Certificate students were enrolled in the Pre-Nursing program, which was archived in Fall 2014.
- The number of students enrolled in the Certificate in Construction Technology has gradually increased from 5 students in Fall 2009 to 32 students in Fall 2016.



- The Adult High School Diploma program has grown since Fall 2007 (n=55). The number of adults enrolled in this program in Fall 2016 is 163, almost three times the Fall 2007 enrollment.
- The number of students in the Journey worker Certificate program has remained relatively constant, except for the increase observed alongside the rise in general enrollment.



- The percentage of courses with student learning outcomes (SLOs) has increased between Fall 2006 and Fall 2016. Since Fall 2014, 100% of courses in the College academic catalog have been assessed with SLOs.

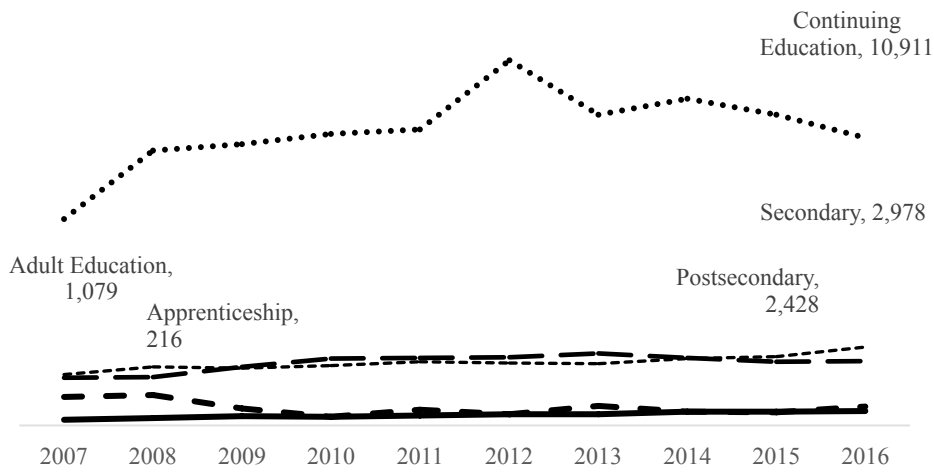


- The total number of employees has increased from Fall 2007 to Fall 2016. Faculty has continued to represent the largest subgroup of employees, typically more than the number of staff and administrators combined.



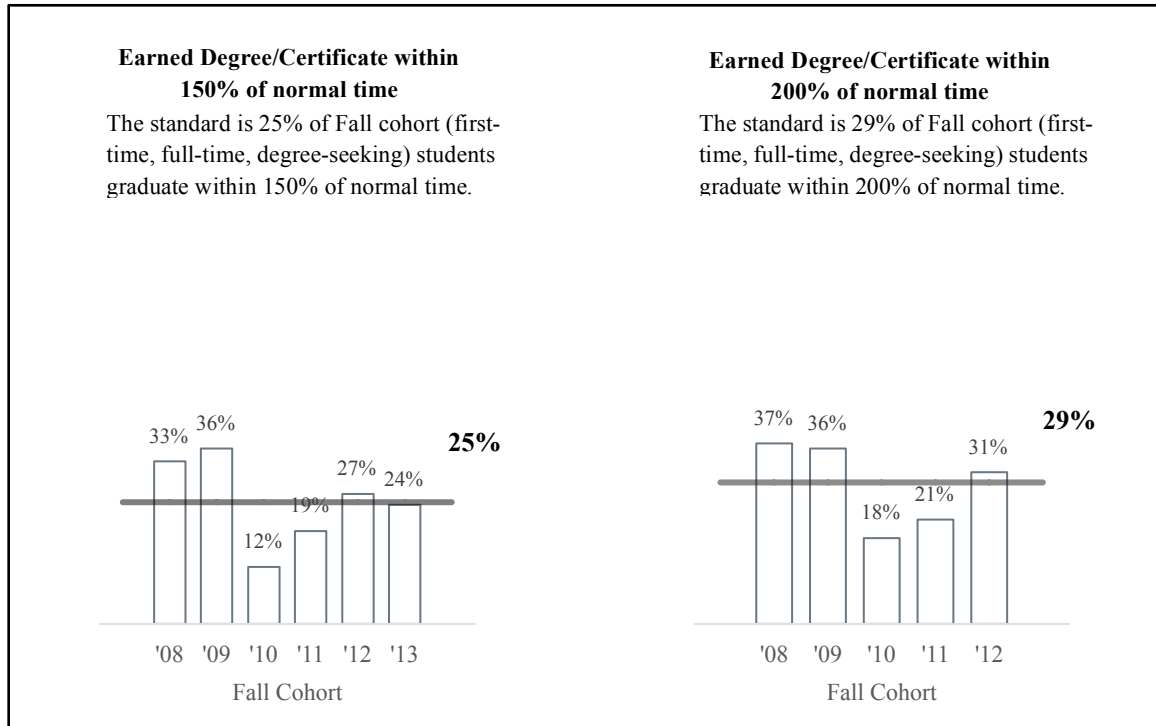


- The College has served more people in the community year-after-year between Fall 2007 (12,857 students) and Fall 2016 (17,581 students). The Office of Continuing Education and Workforce Development has continued to serve the largest number of students.



## Institution-Set Standards<sup>12</sup>

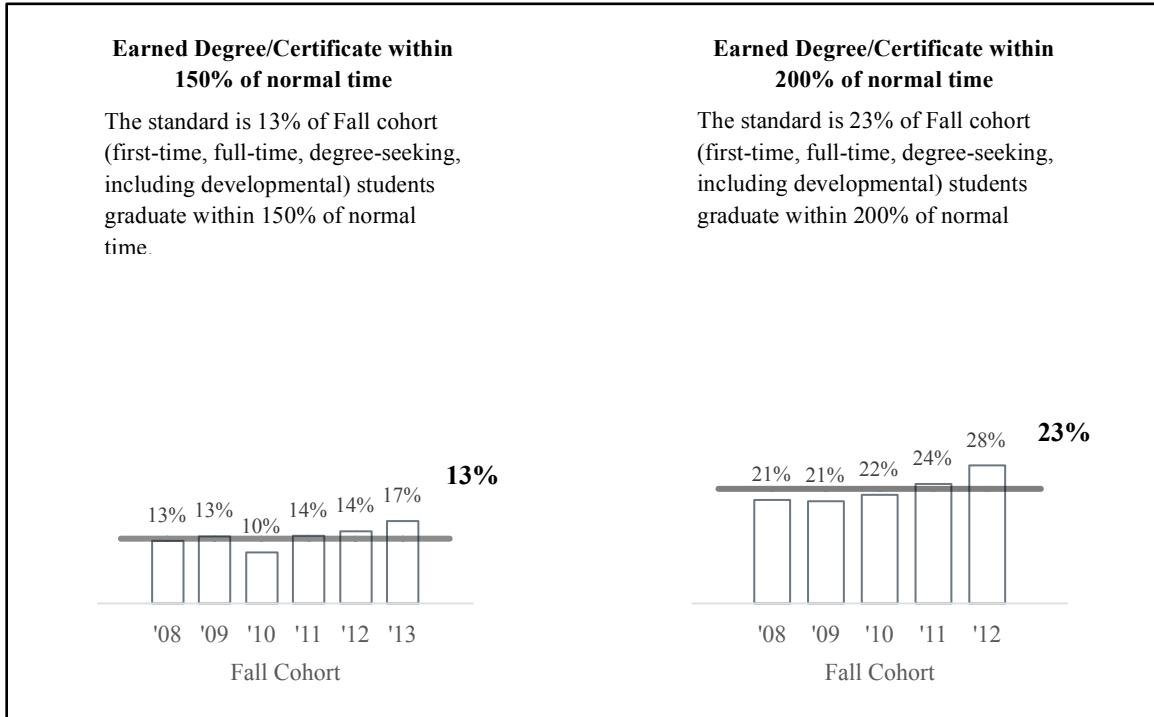
### Graduation Rate<sup>13</sup> for college-level students



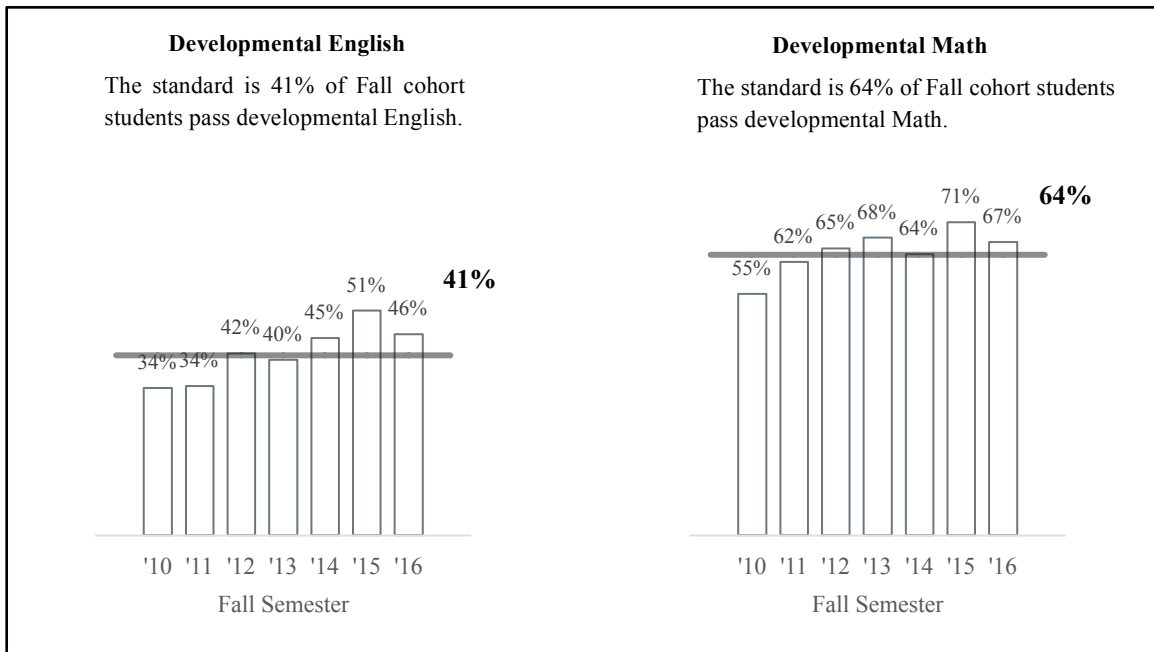
<sup>12</sup> The benchmark for each institution-set standard is represented as a horizontal black line. Currently, benchmarks are reported as suggested minimum target measurements. The optimum benchmark for each standard will be further explored, recommended to the College Governing Council and Board of Trustees, then updated in Fact Book Volume 12.

<sup>13</sup> The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per Fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are not included for college-level students, and are included for pre-collegiate students.

### Graduation Rate<sup>13,12</sup> including pre-collegiate students

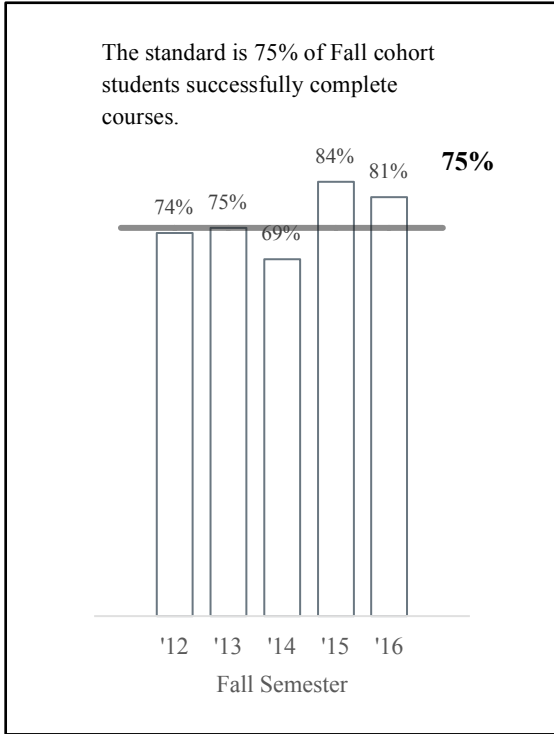


### Student Progression<sup>14</sup>

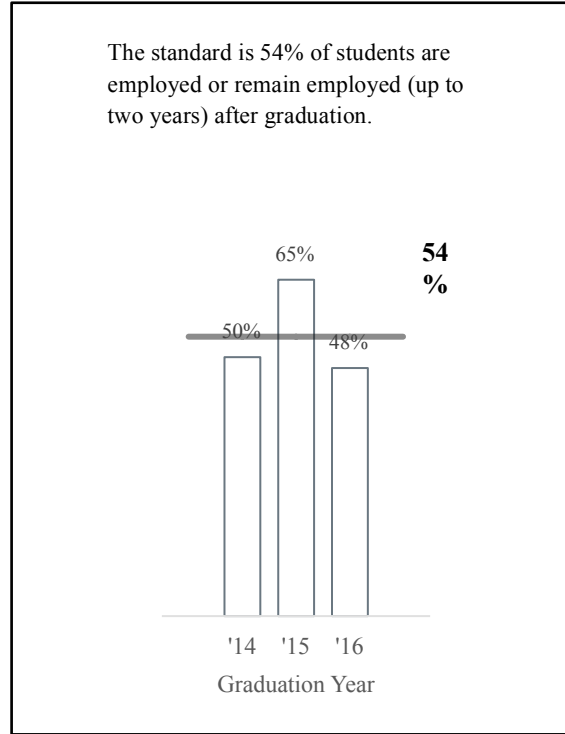


<sup>14</sup> The benchmarks for Student Progression for Developmental Math and English courses are based on a five-year average of Fall-enrolled students who passed and did not pass between Fall 2008 and Fall 2012.

### Course Completion<sup>15</sup>



### Job Placement Rate<sup>16</sup>

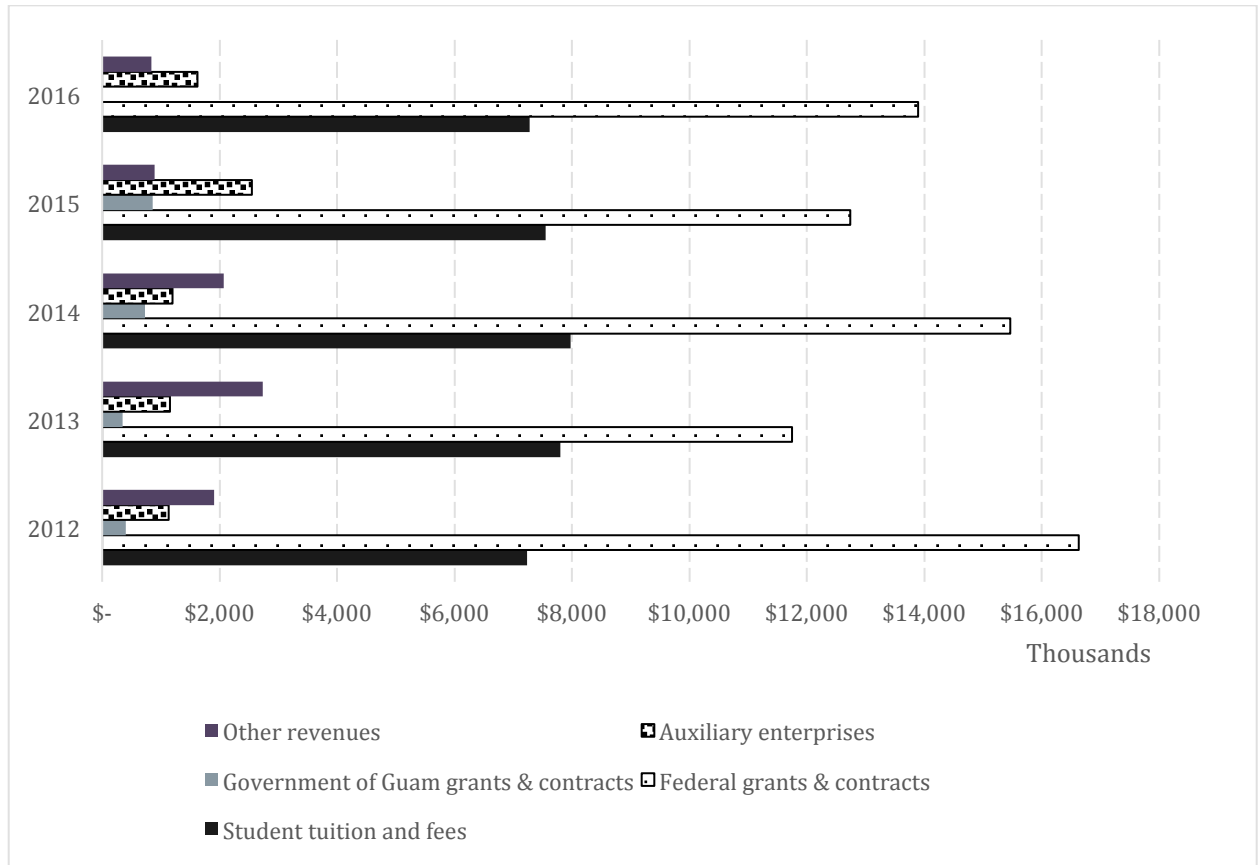


<sup>15</sup> The benchmark for Course Completion is based on a five-year average of all Fall-enrolled (including developmental courses) students who successfully completed a course – either through earned credit or no credit – between Fall 2008 and Fall 2012.

<sup>16</sup> The job placement rate includes students from programs where at least 10 students graduated in the designated year.

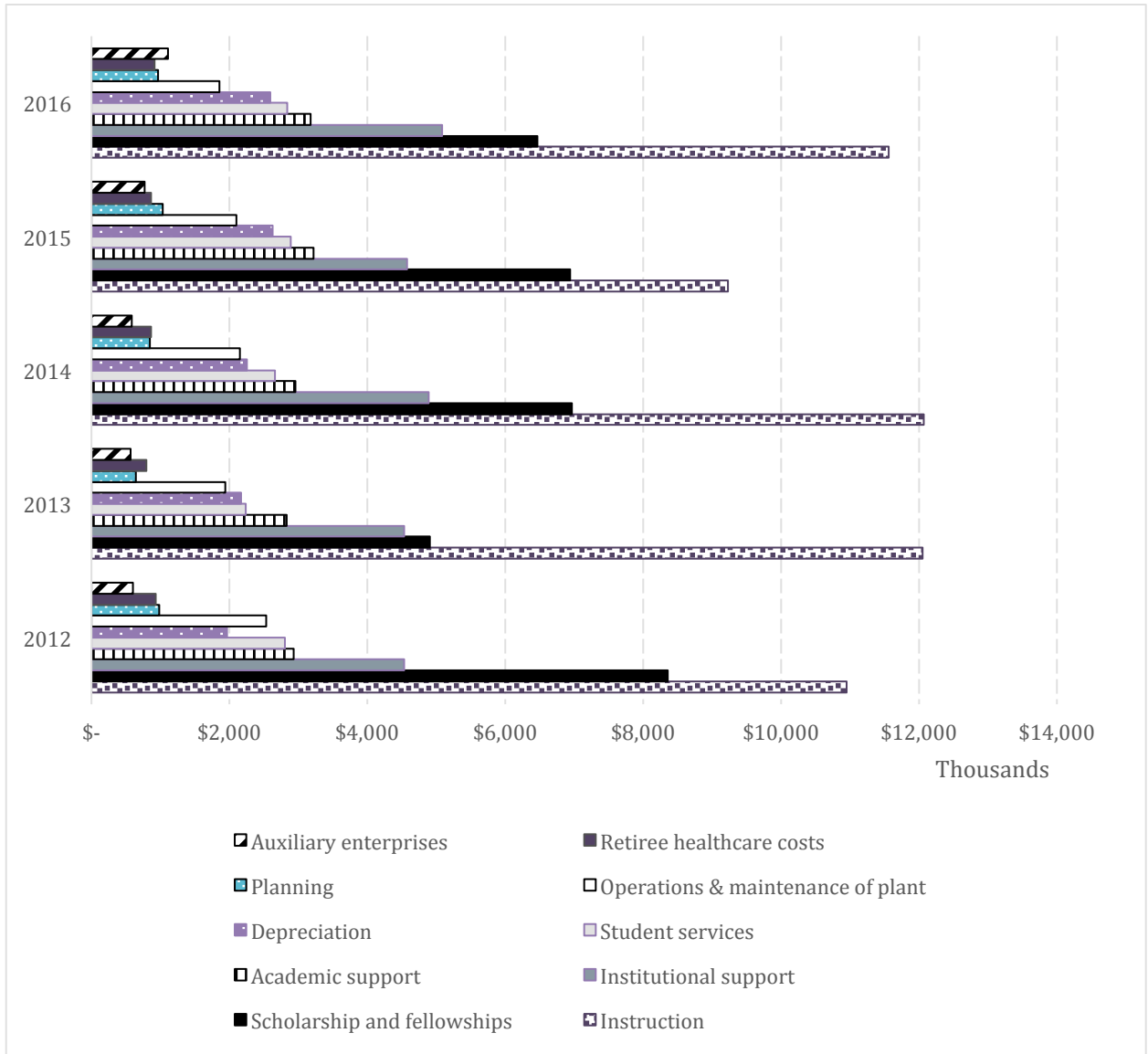
**College Financials.** The College’s total revenue has dropped about 10 percent between year-end 2012 and year-end 2016. Although the College has gained 43 percent in revenue from auxiliary enterprises and less than 1 percent from student tuition and fees, GCC has lost 16 percent revenue in federal grants and contracts. The breakdown of sources in operating revenues is illustrated in the figure below.

**Financial Revenues**



Operating expenses has remained relatively unchanged, decreasing only by 0.12 percent between March 2012 and March 2016. The largest drop in expenditures occurred in two functional categories: operations and maintenance of plant, and in scholarships and fellowships. The College’s operating expenses have increased most notably in auxiliary enterprises and depreciation. During the five-year period, a slight increase is observed for student services, and slight decrease is observed for planning and retiree healthcare costs.

### Financial Expenditures



## **Data: Value and Significance**

Since the creation of the Office of Assessment, Institutional Effectiveness and Research (AIER) in 2004, it has continued to publish an Annual Institutional Assessment Report, better known as AIAR. This year's AIAR, in fact, is the 18<sup>th</sup> consecutive year of its publication. Additionally, AIER also publishes an Annual Fact Book, with this year's edition as its 12<sup>th</sup> year of publication (since 2005). These reports are published online at the GCC website, with hard copies made available at the AIER office.

These documents are produced by AIER to develop and sustain assessment momentum on campus through capacity building efforts that empower college constituents to use data as evidence for accountability and improvement. The quantitative data sets cited in the previous section of this ISER were in fact extracted from various institutional assessment reports published by AIER. Systematic data collection and analysis are conducted by the office and reported in various formats that are readily available both in print and online (the AIER website and the GCC public website). Since the last accreditation team visit in 2012, AIER has published an additional six (6) Annual Institutional Assessment Reports (AIAR), in addition to the five (5) after the 2006 visit, and five (5) more reports before then, for a total of seventeen (17) AIAR since 2001. These 17 annually-written reports highlight assessment activities through various program review components and continue to provide guidance to departmental planning and program changes through the years.

Data for this ISER thus includes statistics taken from GCC Fact Books - Volumes 1 through 11 and from various AIER reports. Additional data was also directly extracted from the Operational Data Store (ODS), the college's institution-wide information reporting system within the Banner system. Relevant data were also derived from Guam's Department of Labor, Bureau of Labor Statistics and the U.S. Department of the Interior, Office of Insular Affairs for the infusion of local, as well as regional perspectives.

The college has used a variety of assessment tools such as the Student Ratings of Instruction Survey, the President's Performance Appraisal Survey, the Institutional Effectiveness Survey, the Board of Trustees and Foundation Board of Governors Survey, and other similar surveys to gather and report statistics related to key components of the institution and thereby provide analysis and meaningful recommendations for improvement based on the data available. These annually-produced reports from the AIER office have grown more substantive and complex through the years. The data reported has demonstrated how assessment has become an integral part of the college's daily activities, and have provided crucial evidence of the impact of assessment on learning outcomes, institutional reflection, planning and decision-making processes.

## **Organization of the Self Evaluation Process**

The college received its reaffirmation of accreditation for six (6) years on July 2, 2012. The day after July 2<sup>nd</sup>, the college's continuous cycle of institutional self evaluation

started anew. This is because the college has firmly put in place an institutionalized annual self study structure that does not begin or end because of a team visit. Since Fall 2012 and up until last year, several mini- Self Study Reports have been written and submitted to the Accreditation Liaison Officer (ALO) in order to document the college's compliance with the standards on a yearly basis. This is made possible because of an institutionalized committee structure embedded within the GCC Board-Faculty Union Agreement, where Standard Committees (I, II, III, and IV) are an integral part of the Faculty Senate structure. These are essentially faculty-led committees that form part of faculty workload in the form of one (1) class release (equivalent to 45 hours) per semester. These so-called Standard Committees functioned as separate committees from AY 2012 through AY 2015, with defined deliverables in the form of mini-ISER drafts at the end of each semester. These drafts were critiqued by the ALO and the ISER Coordinator through the use of an Accreditation Standards Rubric and returned back to the committee for revision and improvement.<sup>17</sup>

The same process occurred during the 2006 visit, where the institutional effort to produce a self study was distributed through several years of preparation, not as one major institutional undertaking as practiced in other colleges, usually the year before the campus visit happens.

Because of this incremental process of ISER development, the greatest hurdle for this year's Institutional Self Evaluation Report (ISER) was in the re-structuring and re-arranging of the previous five years' narratives so that the flow of the overall narrative remains intact. Moreover, because the GCC Board-Faculty Union Agreement was renegotiated this year (2017), a new structure involving the Standard Committees has just been put into place, effective Fall 2017. The present ISER is therefore the result of a systematic and thoughtful knitting together of a synthesis of ideas from a self study process in flux within the last five years, as worked on by various committees and individuals, and now presented herein as a unified, single-voice, composite report.

In several iterations of the mini-Self Study Reports submitted during the accreditation off-years (2012-2015), the drafts benefitted from comments and feedback made by the Self Study Coordinator and the ALO. When the Accreditation Steering Committee (ASC) was convened in 2015, every opportunity was given to all campus constituents to provide comments and suggestions to several drafts of the ISER as it was being knit together, re-organized, and re-written. This began during the formal accreditation kick off in August 2016,, and continuously encouraged in four (4) college assemblies of faculty, staff, and administrators (Spring 2016, Fall 2016, Spring 2017, Fall 2017) dedicated to accreditation information and engagement. On March 12, 2017, a countdown meter on MyGCC was posted to increase campus awareness and build momentum towards the March 2018 accreditation visit.

During the months of momentum building, several drafts of the ISER were posted on the GCC Ethernet (MyGCC) with the invitation to all college constituents to provide input to

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<sup>17</sup> The GCC Accreditation Standards Rubric was developed using a system of points that provided qualitative feedback to the authors of the draft report.



those drafts. Earlier, the four ACCJC standards were also set up individually to receive feedback after each online posting of report drafts. Regular announcements through the campus-wide online posting system were used to invite constituents' feedback. When feedback was received, the ISER Coordinator integrated these comments into the current drafts, which were then returned back to the committees for further review. This was in keeping with the College's participatory governance process, which affirmed the college's belief in the transparency and inclusivity of the ISER development process. Consequently, this present report was significantly made robust and rich from feedback generated from a diverse group of college stakeholders, inclusive of students, faculty, staff, administrators, as well as members of the governing board.

For the past two years, several iterations of the mini-ISERs were exchanged via email among the ISER coordinator, ALO, and Standard Chairs at various times during the semester. Announcement for input to the various drafts were repeated by the ALO during the yearly college assemblies, in his annual Convocation address, as well as in his meetings with the Faculty Senate and other committees. As a result, the development of the final report benefited substantively from the comments and feedback provided by various groups and individuals on campus, including previous and present members of the Steering Committee of the four Standards Committees comprised of faculty, staff, and administrators, Academic Affairs Division Management Team, as well as the President's Management Team, and the Board of Trustees.

Much of the information for this report was gathered from the 12<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup> Annual Institutional Assessment Reports (AIAR), four annually-written Self-Study mini-Reports, various institutional reports (including Fact Books, Vol 1 through 11) from the Office of Assessment, Institutional Effectiveness and Research (AIER), as well as year-end reports from Faculty Senate committees, as well as meeting notes from the Academic Affairs Division Management Team, President's Management Team, and the Board of Trustees. The Comprehensive Evidence Inventory utilized for this report can be found in the College's [Accreditation 2018](https://ifs.guamcc.edu/adminftp/academics/services/aad/aier/comprehensiveevidenceinventoryMyGCC.pdf) webpage on the main website, ([ifs.guamcc.edu/adminftp/academics/services/aad/aier/comprehensiveevidenceinventoryMyGCC.pdf](https://ifs.guamcc.edu/adminftp/academics/services/aad/aier/comprehensiveevidenceinventoryMyGCC.pdf)), as well as in the Master List of Evidence in Appendix \_\_\_ of this report.

Dr. R. Ray D. Somera, the institution's Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs, managed and guided the preparation of this final report and its earlier versions. He was also assisted by an Assistant ALO (Dr. Virginia Tudela) whom he has continuously trained for succession planning purposes since 2014. From August 2012 to September 2016, Joseph Benavente served as the ISER coordinator who initially directed the Standards committees in their day-to-day ISER work, but when he retired in late 2016, Associate Dean Ronald Gary Hartz promptly took over this responsibility. In this role, the ISER Coordinator primarily assisted in organizing meeting schedules, taking notes during Steering Committee meetings, and guiding the Team Advisors and Standard Chairs in preparing their respective report pieces, among other tasks.

At different points in the timeline of this ISER’s development, the following individuals, with their respective position titles, each contributed separately and collectively in the preparation of the multiple mini-drafts and final version of this report:

### **Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity**

	<b>Position Title</b>
<b>SY 2017-2018</b> Ronald Gary Hartz, Team Advisor	Associate Dean, Technology & Student Services (TSS)
Dr. Michael Chan, Chair	Dean, TSS
Christine Quinata	Admin Aide, Trades & Professional Services
John Payne	Program Specialist, TSS
Pilar Williams	Associate Dean, TPS
Barbara Blas – Staff Support	Word Processing Secretary II - Academic Affairs Division

**SY 2016-2017:** Wendell Roden, Chair; Cecilia Delos Santos, Norman Aguilar

**SY 2015-2016:** Theresa Datuin, Chair; Wendell Roden, Barbara Rosario, Ronnie Abshire, Ricky Tyquiengco

**SY 2014-2015:** Theresa Datuin, Chair; Ronnie Abshire, Wendell Roden, Ricky Tyquiengco

**SY 2013-2014:** Troy Lizama, Chair; Ricky Tyquiengco

**SY 2012-2013:** Christine Matson, Lani Gamble

### **Standard II: Student Learning Programs and Support Services**

	<b>Position Title</b>
<b>SY 2017-2018</b> Dr. Virginia Tudela, Team Advisor	Dean, TPS
Simone Bollinger, Chair	Dept Chair/Assistant Professor, English Department
Dr. Elizabeth Diego	Associate Dean, Career and College Success
Dr. Julie Ulloa-Heath	Program Specialist – Reach for College
Anjelica Perez	Institutional Researcher, Assessment, Institutional Effectiveness & Research (AIER)
Huan Hosei	Program Specialist, Student

Christine Sison	Support Services/Night Administrator, TSS Program Specialist, Academic Advisement and Career Placement
Tasi Mafnas, Staff Support	Administrative Aide, TPS Dean's Office

**SY 2016-2017:** Christine Matson, Chair

**SY 2015-2016:** Rebecca Toves, Chair; Tonirose Concepcion, Christine Matson,  
Sharon Oliveros, Florie Mendiola

**SY 2014-2015:** Tonirose Realica, Chair; Clare Camacho, Becky Toves

**SY 2013-2014:** Tonirose Realica, Chair; Clare Camacho, Carl Torres II, Angela  
Bordallo

**SY 2012-2013:** Clare Camacho, Chair; Carl Torres II, Tonirose Realica,  
Angela Bordallo

### Standard III: Resources

#### Position Title

#### SY 2017-2018

Edwin Limtuatco, Co-Team Advisor

Controller, Finance and  
Administration

Francisco Camacho, Co-Team Advisor

Administrator, Management  
Information Systems (MIS)

Christie Marie Ginson, Chair

Instructor, Math Department

Joann Muna

Administrator, Human  
Resources

Doris Perez

Assistant Director, Planning  
and Development

Theda Rios

Inventory Management Officer,  
Finance and Administration

Joleen Evangelista

Procurement and Inventory  
Administrator

Bertha Leon Guerrero

Instructor, Developmental  
Education/English

Josephine Arceo, Staff Support

Administrative Assistant,  
Planning and Development

**SY 2016-2017:** Christie Ginson, Chair; Bertha Leon Guerrero, Jose Lopez,  
Simone Bollinger

**SY 2015-2016:** Vera de Oro, Chair; Christie Ginson, Adrian Atalig, Emma  
Bataclan, Bertha Leon Guerrero, Jose Lopez

**SY 2014-2015:** Vera de Oro, Chair; Adrian Atalig, Christie Ginson

**SY 2013-2014:** Vera de Oro, Chair; Sterlyn Sotomil

**SY 2012-2013:** Loressa Melegrito

## Standard IV: Leadership and Governance

	<b>Position Title</b>
<b>SY 2017-2018</b>	
Marlena Montague, Team Advisor	Assistant Director, AIER
Rosemary Loveridge, Chair	Assistant Professor, Practical Nursing
Carmen Santos	Vice President, Finance and Administration
Deborah Belanger	Member, Board of Trustees
Rowena Perez	Assistant Director, Continuing Education/Workforce Development
Cheryl San Nicolas	Accounting Supervisor, Finance and Administration
Luke Fernandez	Student Trustee, Board of Trustees
Kieth Ashley Nonato	President, Council On Post secondary Students Council (COPSA)
Vangie Aguon, Staff Support	Administrative Assistant, AIER
<b>SY 2016-2017:</b>	Rosemarie Loveridge, Chair; Jennifer Artero, Barbara Mafnas, Rachel Lee
<b>SY 2015-2016:</b>	Juanita Tenorio, Chair; Rosemarie Loveridge, Jennifer Artero, Barbara Mafnas
<b>SY 2014-2015:</b>	Pilar Pangelinan, Chair; Jennifer Artero, Rosemary Loveridge, Loressa Melegrito
<b>SY 2013-2014:</b>	Pilar Pangelinan, Chair; Jennifer Artero, Rosemary Loveridge, Loressa Melegrito
<b>SY 2012-2013:</b>	Pilar Pangelinan, Chair; Jennifer Artero
Dr. R. Ray Somera, Oversight Chair, Accreditation Steering Committee (ASC)	
Vice President for Academic Affairs/ Accreditation Liaison Officer (ALO)	
Dr. Virginia Tudela, Assistant ALO	Dean, School of Trades and Professional Services
Ronald Gary Hartz, ISER Coordinator	Associate Dean, TSS
Jayne Flores	Assistant Director, Communications and Promotions

## **2012 Evaluation Report: In a nutshell**

In the 2012 Evaluation Report, the visiting team observed that the “presentation of the data and information in the ISER created an image of the College that was almost hard to imagine because the portrayal was so positive. On the site visit, the team confirmed that what was written was indeed the College culture – one of caring and nurturing so that students achieve success. A familial feeling penetrates the campus and creates a great team atmosphere. This campus behaves as a small community, but with many formalized processes in place to ensure that student learning remains the center of the campus dialog and those resources are utilized efficiently. This is a College with solid programs in workforce training and transfer and committed faculty, administrators, and staff” (p. 3, 2012 Evaluation Report). In this same report, the visiting team concluded that the ISER “was a well written comprehensive report that detailed the processes used by the institution to fully meet the eligibility requirements and the Commission Standards. The report told the story of Guam Community College from its inception to the present day.”

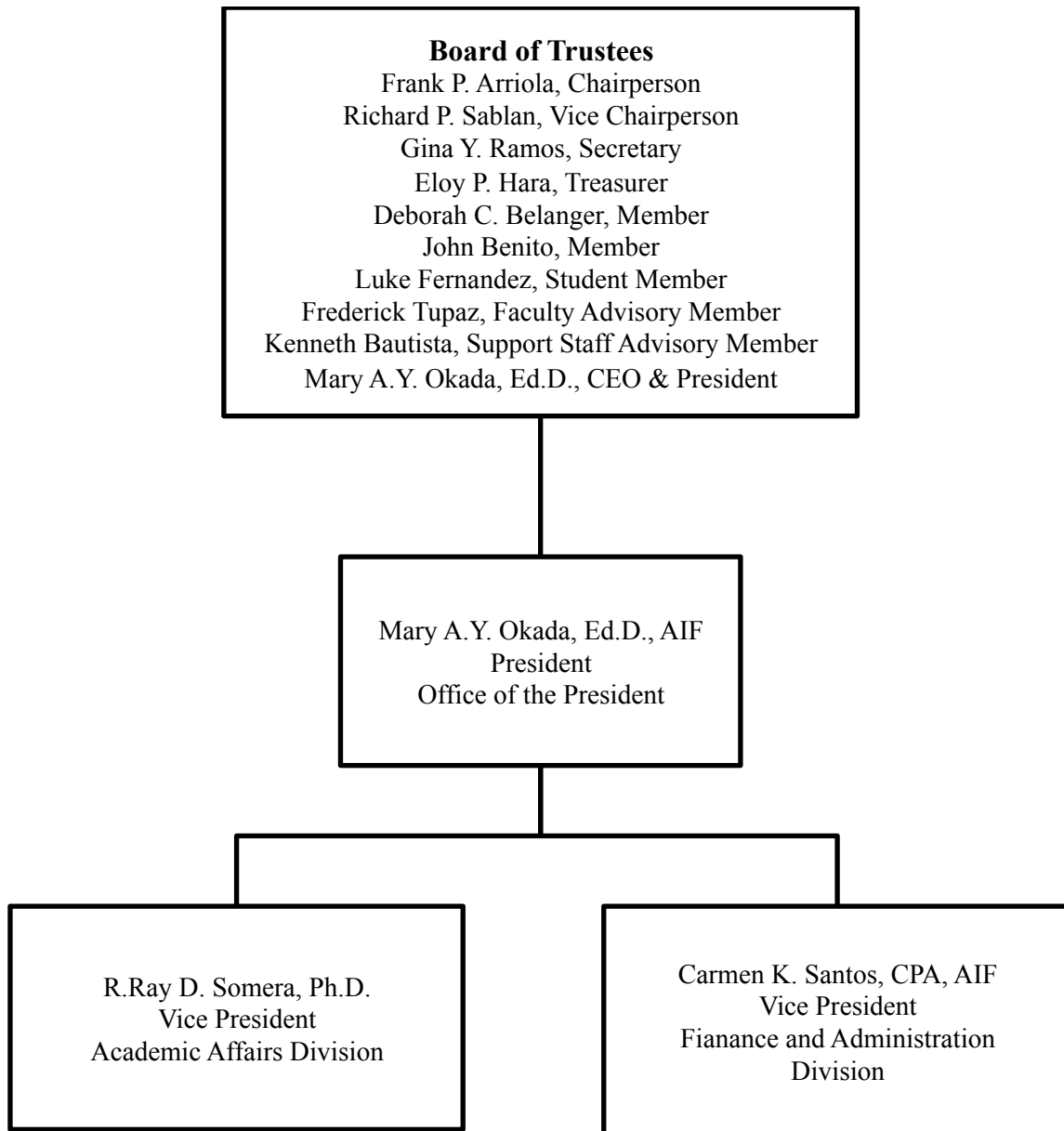
This present ISER intends to re-tell the continuing saga of Guam Community College through a narrative infused with meaningful data and substantive evidence.

This ISER was reviewed and approved by the Board at its December 2017 meeting.

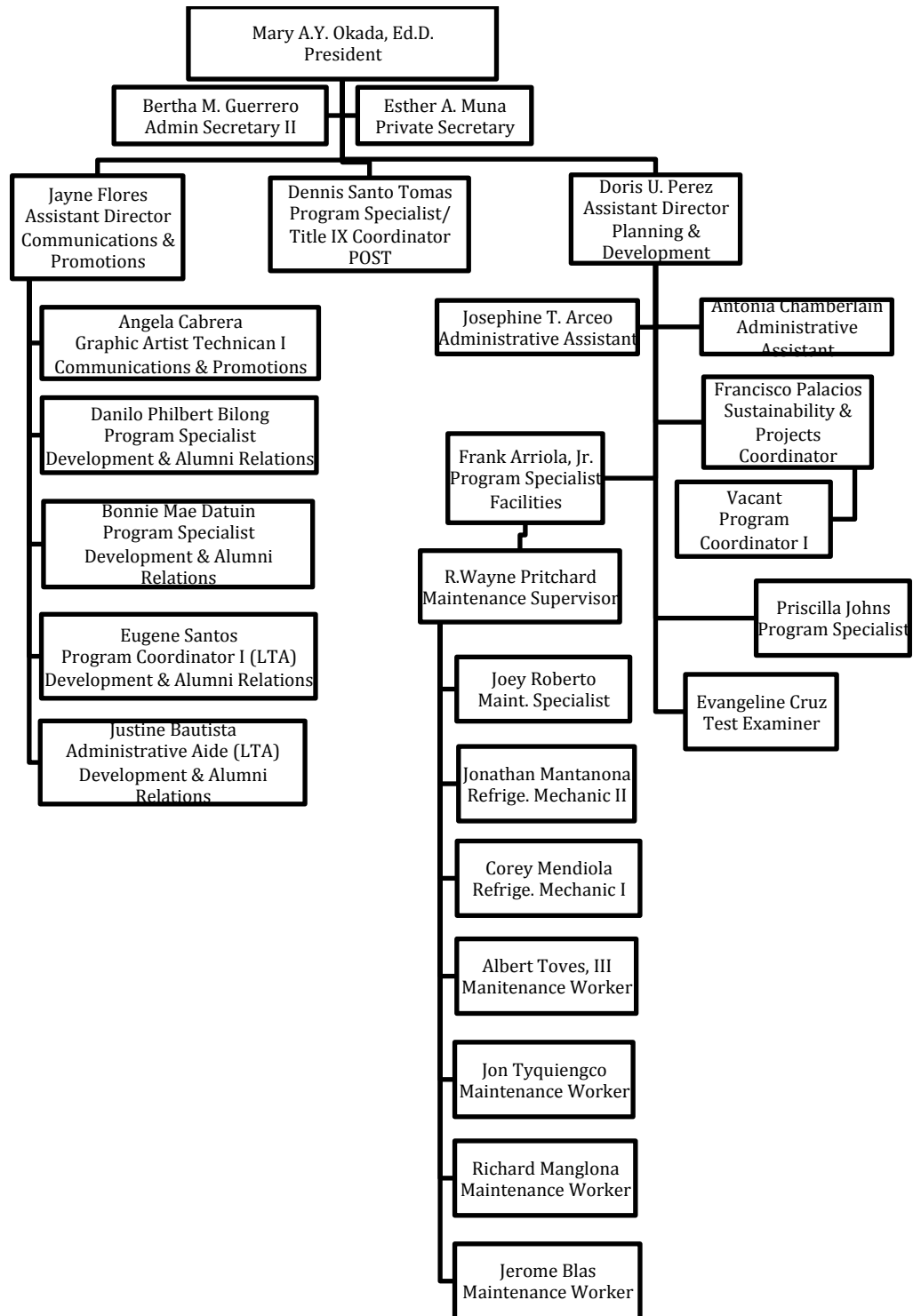
## Organizational Charts

The charts and diagrams below show the governing structure of Guam Community College. These figures clearly delineate the lines of responsibility and supervision regarding diverse areas of college functioning and governance.

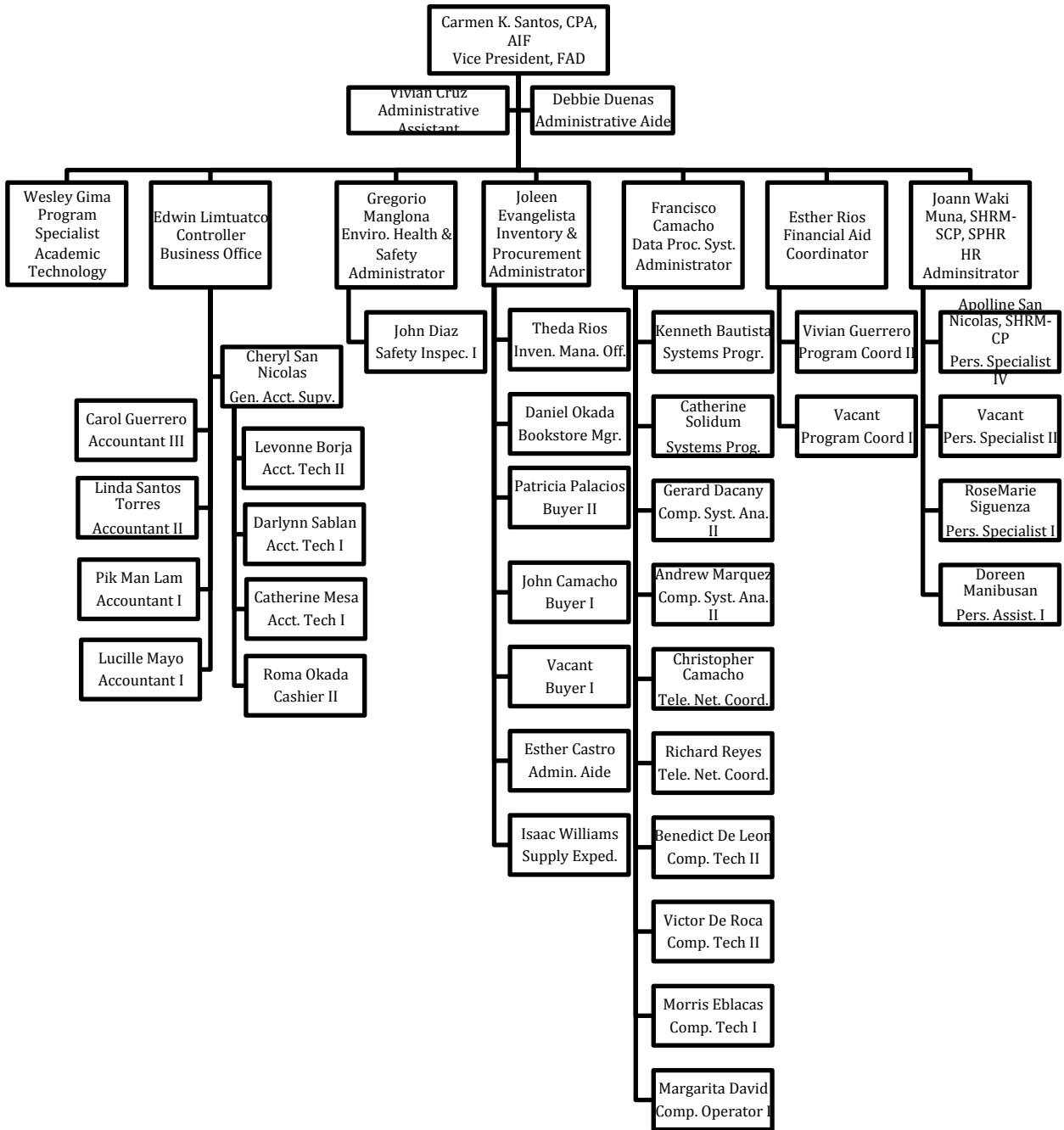
### BOT & Office of the President



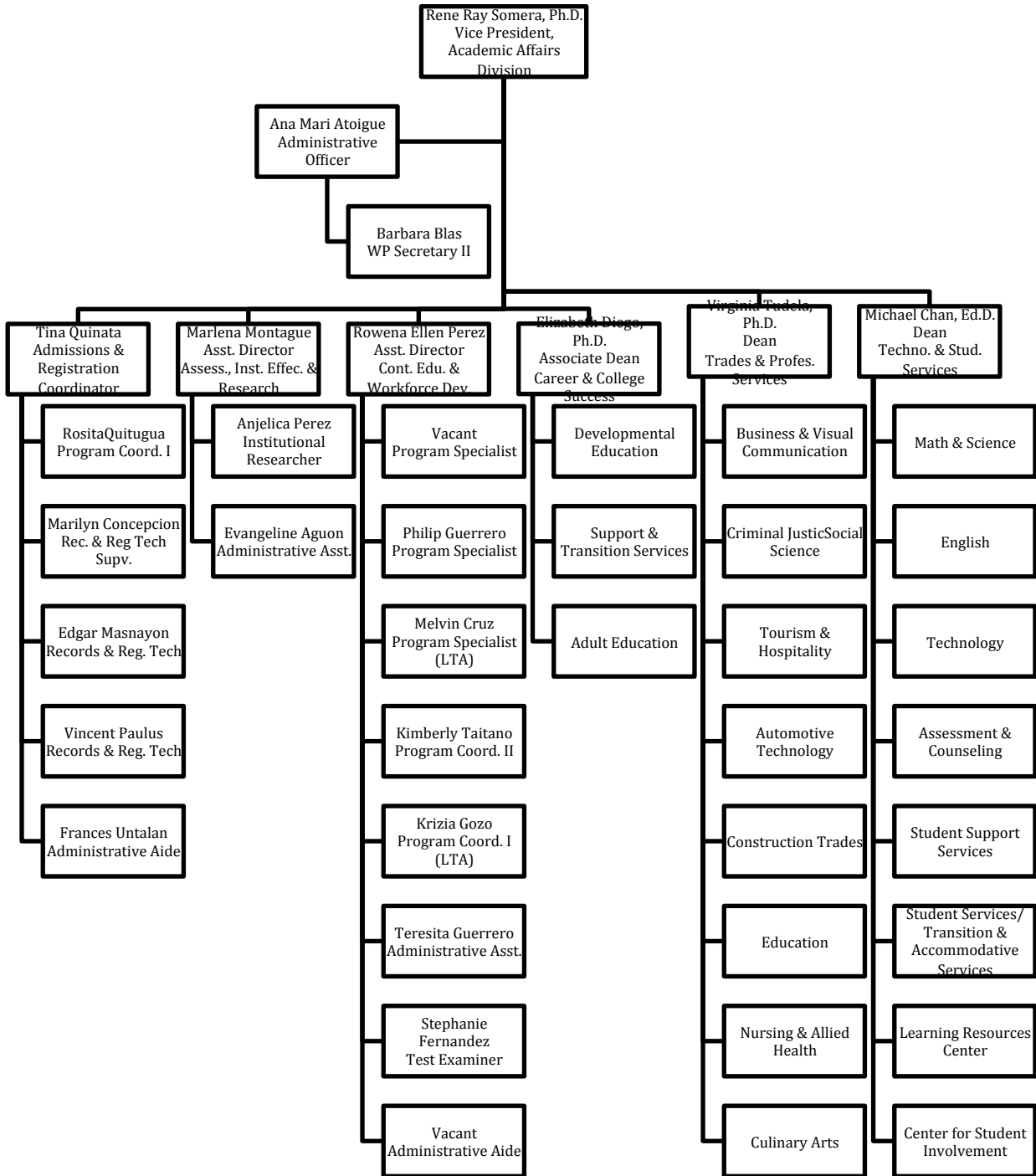
## Office of the President

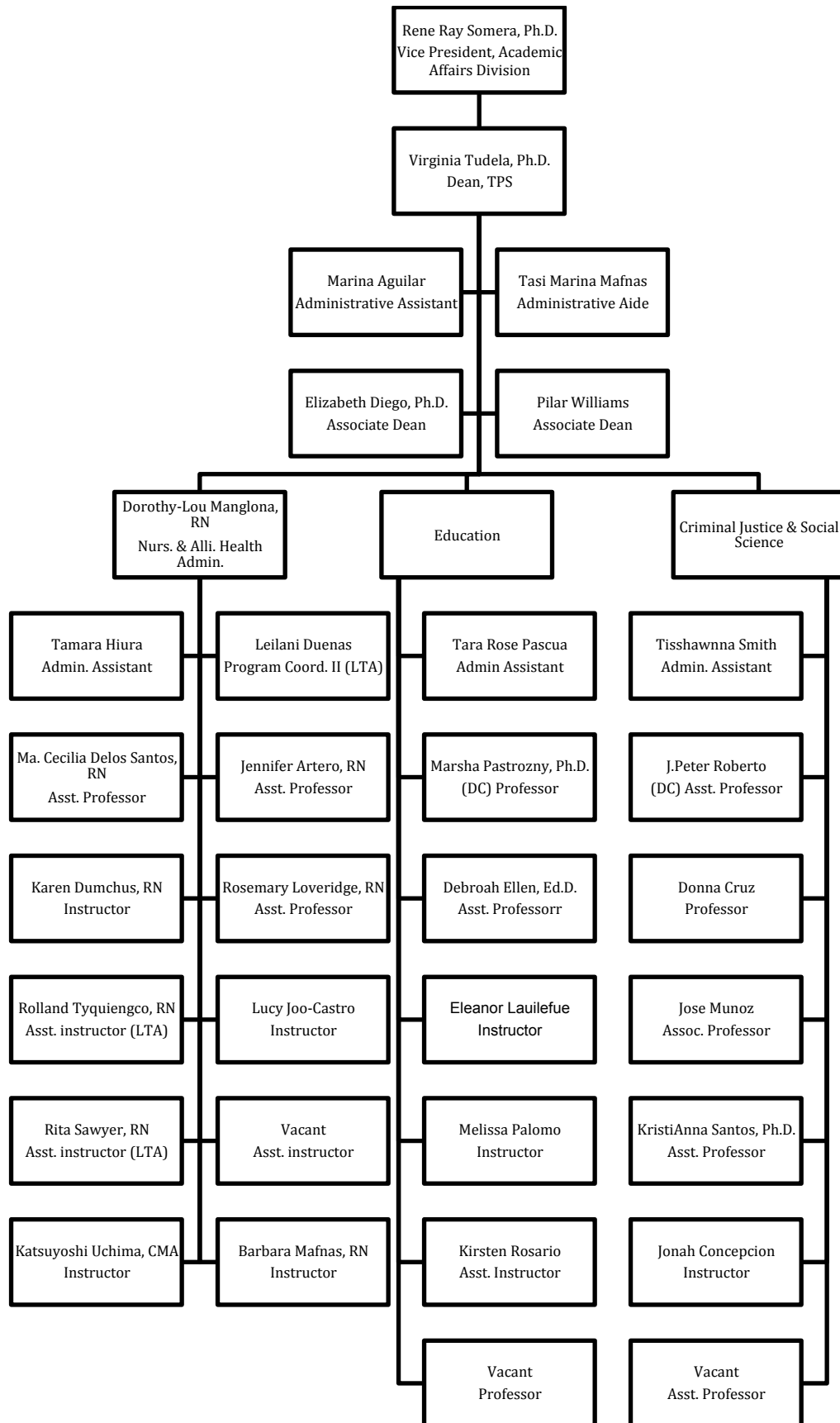


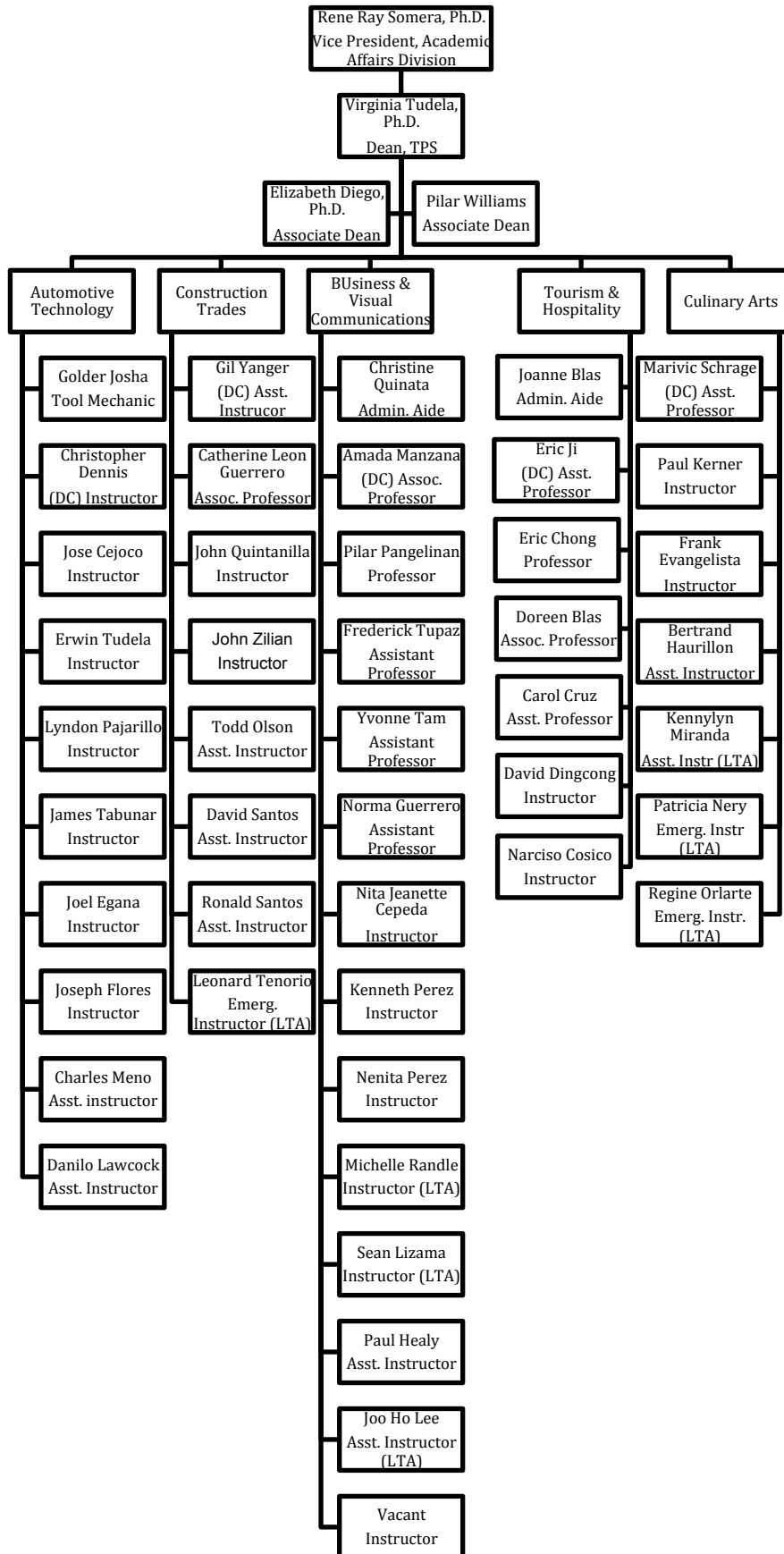
## Finance & Administration Division

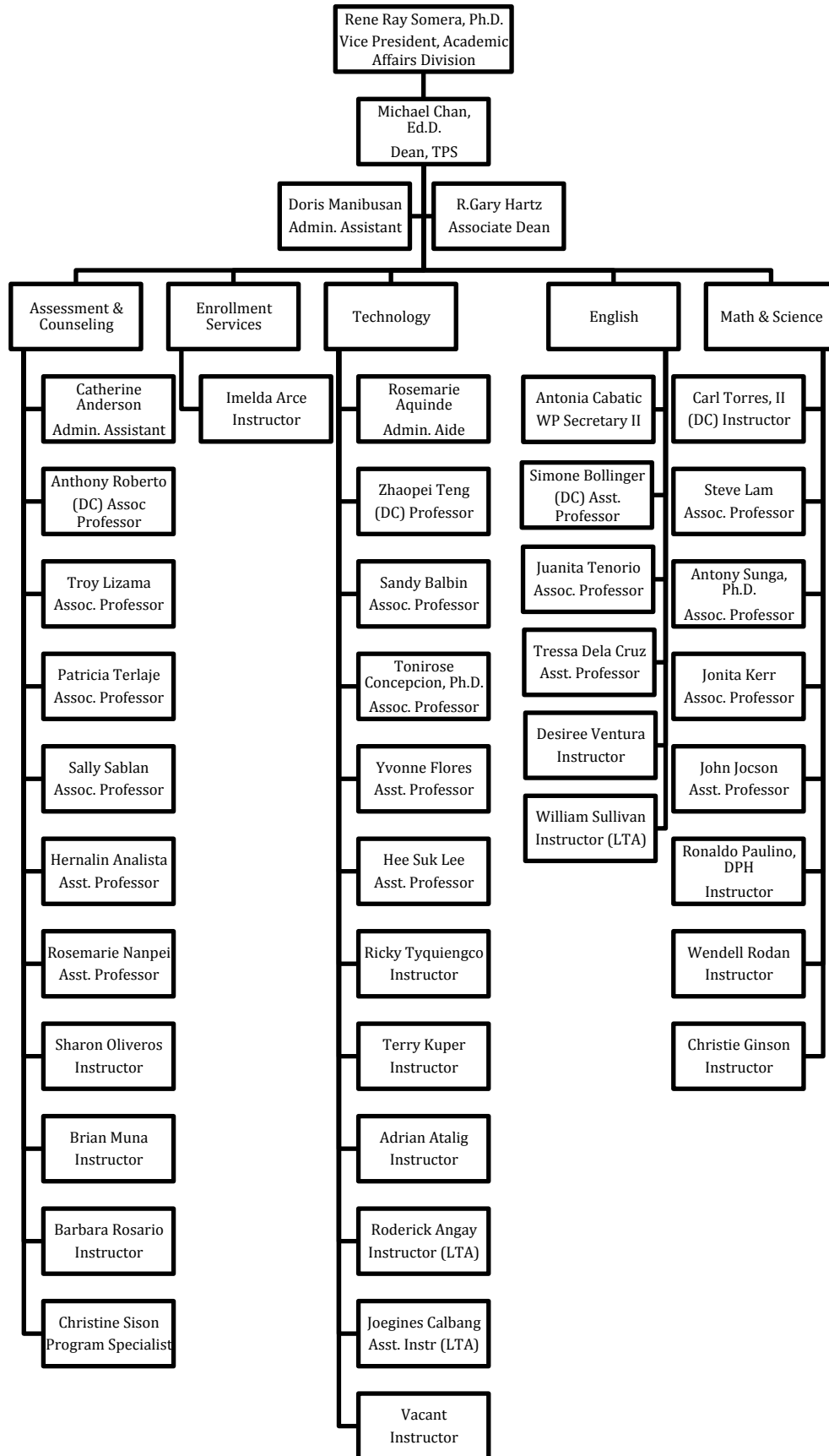


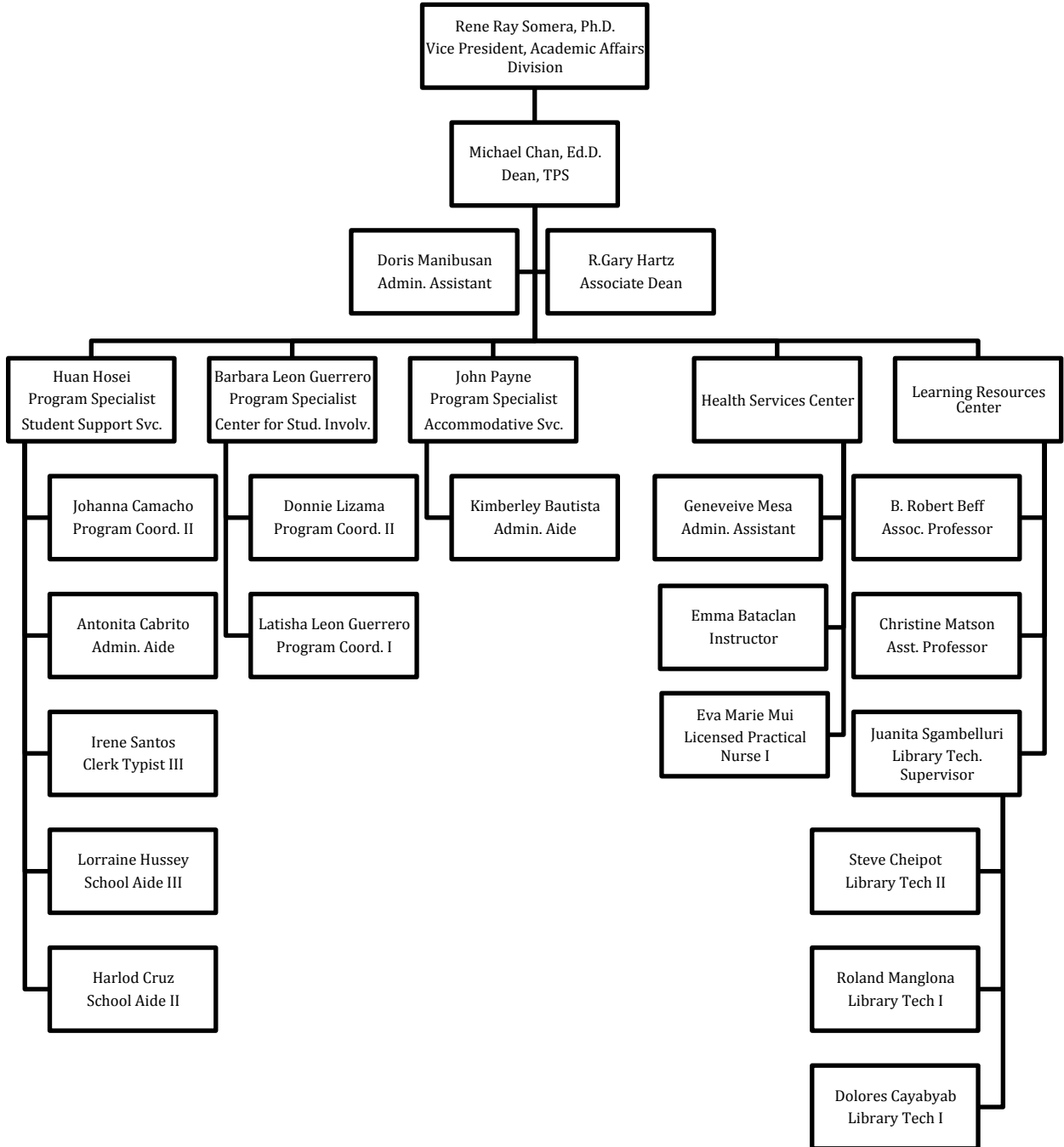


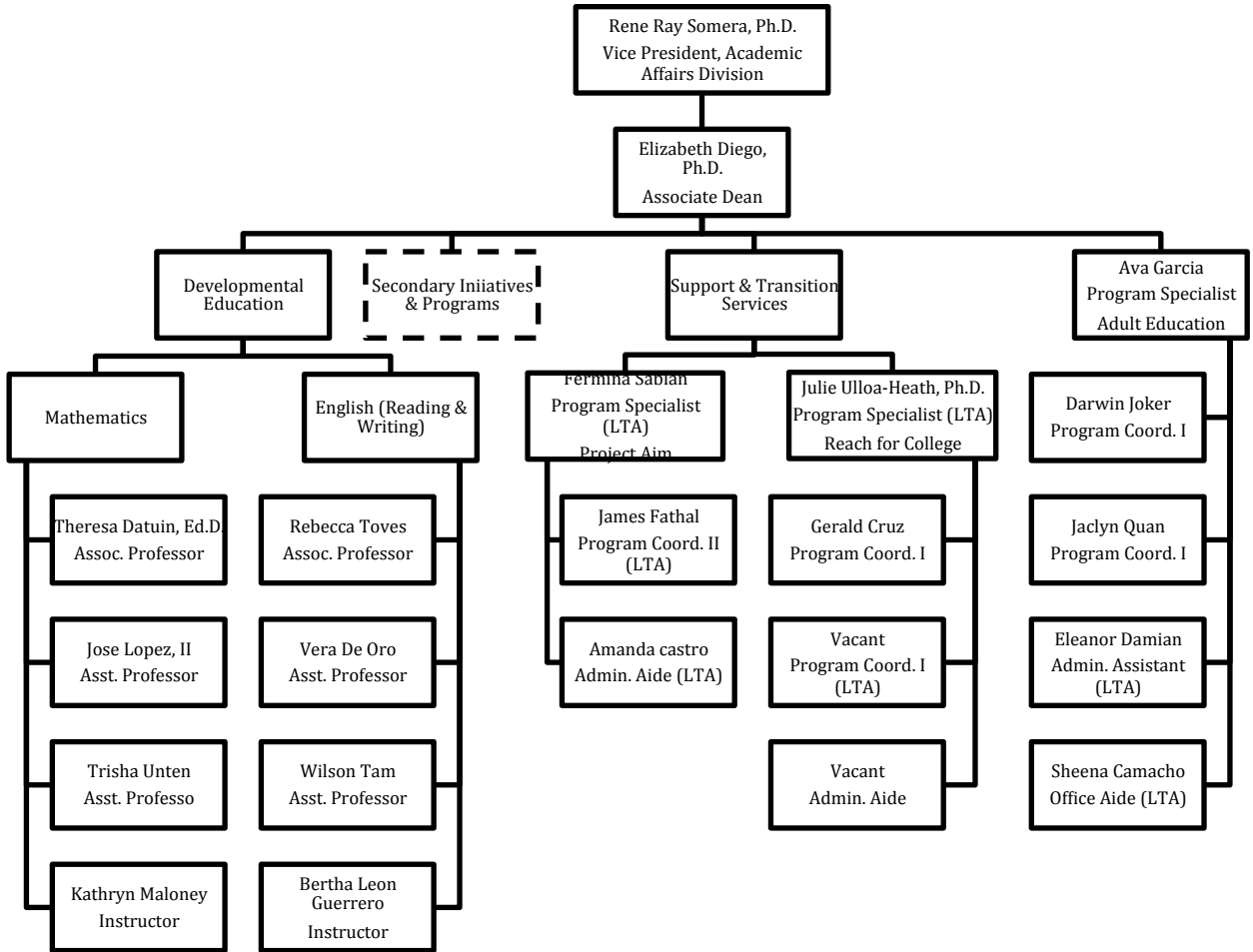












## Certification of continued institutional compliance with Eligibility Requirements (ERs)

### 1. Authority

The Community College Act of 1977 (codified as 17 GCA §§ 30101) or Public Law 14-77 is Guam Community College's enabling law, as enacted by the Guam Legislature. This public law has served as the institutional mandate that has provided GCC the authority to provide secondary, postsecondary, career-technical training, and adult educational programs on island. In May 2011, the 31<sup>st</sup> Guam Legislature passed a bill to amend the terminology in the original legislation (that is, from *vocational education* to *career and technical education*), as well as to provide the college with authority for procurement and leasing of the college's real estate property. This legislative action became Public Law 31-99. As the only community college on Guam, the institution received its initial accreditation from ACCJC in 1979 and has continuously maintained an uninterrupted six year reaffirmed accreditation status for the past two accreditation cycles (2006, 2012).

### 2. Operational Status

The college has its roots in the Guam Vocational Technical High School (better known as VocTech) which was established as an entity of the Territorial College of Guam (which later became the University of Guam) in the 1950s. After becoming a community college in 1977, VocTech as a component of GCC continued to exist until 2000 when the various Guam Department of Education high schools became the teaching sites for all CTE secondary programs of the college. Because of GCC's unique mandate, this secondary component remains strong up to today with almost 2,500 students enrolled in these CTE programs each year. Since its initial accreditation in 1979, the college has maintained its accredited status to the present day, with its last reaffirmation of accreditation in 2012. Student enrollment in postsecondary programs remain steady, with students registered full-time or part-time in credit programs. A college catalog and a schedule of classes are published annually to provide students all the information they need about programs of study and courses that fulfill program requirements leading to a credential. With students actively pursuing postsecondary, apprenticeship, industry certification, secondary, or technical training educational programs, the college is full operational mode.

### 3. Degrees

Unique by its mandate, GCC offers 23 associate degree, or two-year programs, and 18 certificate, or one-year programs for a student population of about 2,400 to 2,500 students each semester. GCC also offers a U.S. Department of Labor approved Apprenticeship program in conjunction with over 100 island employers. In Fall 2016, over 500 apprentices were enrolled in the program.

Additionally, GCC offers the following Adult Education programs on campus: Adult High School, two high school equivalency tests (GED® and HiSet®), English as a Second Language, and Adult Basic Education (Basic Literacy Skills and Family Literacy).

GCC also has a significant presence in the six (6) island public high schools through its offerings of 3-year career and technical education (CTE) programs in areas such as Tourism, Marketing, Visual Communications, Allied Health, Early Childhood Education, Construction Trades, Electronics, AutoCAD and Automotive Services. Though these programs are dependent on facilities at each school, average enrollment is 2,400 to 2,600 students (in sophomore, junior, and senior grade levels) at any given time. Students receive either a Certificate of Completion or Certificate of Mastery upon their completion of these programs. Students enrolled in these CTE programs also avail of GCC's Dual Credit Articulated Programs of Study (DCAPS) and are given the opportunity to earn free college credits in corresponding SLO-aligned postsecondary courses at GCC. In effect, the DCAPS creates a direct pathway to Guam Community College for Guam's public high school students.

#### 4. Chief Executive Officer

In keeping with Board Policy 455 (Selection of President), members of the Board of Trustees actively participate in the review and selection process for the college president. The Board selected Dr. Mary A.Y. Okada as the chief executive officer on a full time basis in October 2007. This year marks her 10<sup>th</sup> year as the college's first woman President. Her Board appointment granted her adequate and sufficient authority to implement Board policies at the college. Based on her last performance-based evaluation in June 2016, the Board extended her contract for three (3) renewable 3-year terms to maintain continuity and stability of college operations.

#### 5. Financial Accountability

In April of this year, the Guam Office of Public Accountability (OPA) commended the Guam Community College for being the *only* government agency to qualify as a low-risk auditee for the 16th consecutive fiscal year. The OPA highlights acknowledged GCC's ability to maintain financial solvency in the face of continued dependency on the government of Guam "to pay for personnel costs at the GCC campus and at the six secondary high schools and the post-secondary programs.<sup>18</sup>"

The highlights noted that GCC closed FY 2016 with an increase in net income of \$864,000, a \$6M decrease from FY 2015's net income of \$6.9M. In FY 2016, the highlights noted, total revenues were \$37.6M, a decline of \$3.7M or 9%

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<sup>18</sup>"GCC receives clean audit for 1th consecutive year," Retrieved from [www.kuam.com](http://www.kuam.com), April 11, 2017.



from prior year's \$41.3M, "due to decrease in contributions from U.S. Government, uncollected GovGuam appropriations, and decrease in auxiliary enterprises. GCC's total FY 2016 expenditures were \$36.6M, as compared to \$34.3M in FY 2015, an increase of \$2.3M. Pension expense adjustments accounted for most of the increase, except for \$505K in salaries and wages due to regular increments and additional employees, according to the highlights. According to the OPA report, GCC's fiscal strength is its ability to use its financial leverage and federal grant money to move forward with campus projects, while at the same time being fiscally conservative with local funding so that it is able to meet its financial obligations. The audit highlights acknowledged GCC's success in obtaining federal grants and loans to expand and improve campus facilities, noting the opening of Building E in December 2014 and its subsequent designation as Leadership in Energy and Environmental Design (LEED) Gold in FY 2016, and the groundbreaking in September 2016 for the renovation and expansion of Building 100. The employees of the Finance & Administration Division deserve much of the credit for the college's 16th clean audit because they are front line in ensuring that GCC follows responsible fiscal procedures, and they are always looking for new ways to improve the college's processes while still safeguarding its financial status.

## **Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations**

This section of the report uses the format suggested in Appendix K of the *Manual for Self Evaluation (2017)* to document the college's compliance with ACCJC policies, as well as federal regulations. As such, the narrative under each category below addresses the substantive areas included in the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies.

### **Public Notification of an Evaluation Team Visit and Third Party Comment [Regulation Citation: 602.23(b)]**

The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.

- Guam Community College has made every effort to publicize the arrival of an ACCJC visiting team to the college in March 2018. As early as a year before the visit, on March 13, 2017, the Accreditation Liaison Officer (ALO) released a memo of notification to the entire college community that the formal countdown for the visit has begun. Along with this memo, a countdown meter was also posted on the college portal, MyGCC, that detailed the number of days, hours, minutes, and seconds before the actual visit. At the time of the memo's release, it was 364 more days to go prior to the team's arrival on campus. Prior to the official GCC countdown, the ALO included this notification during his convocation addresses, college assemblies, and committee meetings with various stakeholders on campus that included faculty, students, Board members, and co-administrators. Additionally, this notification about the visit was also communicated externally to the community-at-large by the President and the ALO through budget hearings, Cabinet meetings, radio talk shows, and other channels of communication, such as print, online, and face-to-face. A formal letter to the Chairperson (Senator Joe San Agustin) and Vice Chairperson (Senator William Castro) of the Committee on Education of the 34<sup>th</sup> Guam Legislature was also sent on September 2017 by the President and the ALO. No third party comment was received as a result of these notifications.<sup>19</sup>

The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

- Should any third-party feedback is received by the college, it will work with the Commission to address whatever concern is brought to light.

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<sup>19</sup> Public notification letter addressed to the Committee on Education, 34<sup>th</sup> Guam Legislature, September 15, 2017.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

- In GCC's public notification letter to the Education Committee of the 34<sup>th</sup> Guam Legislature, two email addresses (that of the GCC President and Vice President for Academic Affairs) were provided for ease of access to the college's leadership so that third-party comment requirements are met by GCC.
- Because of the embedded-ness of the ISER process in the life of the institution, more than sufficient and more than adequate time frame has been given to all stakeholders of the college to be aware of the schedule of the visit, as announced in college assemblies, convocations, and various committee meetings all through out the academic year.

The college reviewed the checklist of evaluation items regarding the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to Third Party Comment. The evidence presented points to the conclusion that the college meets ACCJC's requirements in this regard.

### **Standards and Performance with Respect to Student Achievement [Regulation Citation: 602.1(a)(1)(i); 602.17 (f); 602.19(a-e)]**

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- In 2012, the college established institution-set standards at the postsecondary level. These defined components of student achievement promote GCC students' eventual success in obtaining a credential, such as a diploma, industry certification, apprenticeship, certificate or associate degree.
- These standards were regularly reported in graphic format in the Annual Fact Book since then, with color coding using traffic light symbols (i.e., green, yellow, red) to communicate levels of success or areas of improvement on these standards. These graphic representations are found on pages \_\_\_ to \_\_\_ of this report.
- One of the components is course completion which is regularly reported to the Board by quarter, and published in the Fact Book as an integral component of annual institutional reporting. Other components that measure student achievement are regularly tracked and monitored for their appropriateness to the college's mission.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- Since its initial implementation at the college, these standards have been disaggregated to include established rates for graduation of college-level students, graduation of pre-collegiate students (developmental), student progression, and course completion. The results of yearly reporting on these standards via the Fact Book have been utilized to devise and implement specific strategies that target student completion, both at the course and program levels. These strategies will be discussed at length in various sections of the main body of this report, such as in Standard II (Student Learning Programs and Support Services).

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources and to make improvements.

- For career and technical education (CTE) programs, the established components include, but not limited to, job placement rates and licensure examination pass rates for program completers. These components of student achievement have also been reported to the Commission in the ACCJC Annual Report that is due at the end of June each year. Data from these annual reports of student achievement have meaningfully informed institutional decisions about existing programs.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- In AY 2016-2017, these institution-set standards have also been reported and discussed, through the participatory governance process, at Faculty Senate meetings and T-zone meetings, and a dialogue has been started to raise the level

of acceptable performance to a more challenging level.<sup>20</sup> The analysis of trend data for these performance measures has led to specific strategies to mitigate the college's underperformance in certain areas. More in-depth discussion of these underperformance areas and strategies for improvement will be discussed under the Standards sections of this ISER.

After a critical review of the elements included in the checklist, the college concludes that it meets the Commission's requirements, and hence, is in compliance with the Commission Policy on Standards and Performance with Respect to Student Achievement.

### **Credits, Program Length, and Tuition [Regulation Citation: 602.16 (a)(1)(i); 602.17(f); 602.19(a-e)]**

Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- GCC Board of Trustees Policy 345 (Credit Hour Policy) articulates the expectations of credit-hour assignments for undergraduate level credit courses under a semester system of approximately fifteen (15) weeks each semester (or its equivalent in the summer session). Adopted since June 2012, this credit hour Board policy codifies the college's requirement of course contact hours in compliance with Federal and ACCJC guidelines.
- The minimum program length of 60 credits for an associate degree and 30 credits for a certificate degree is adhered to by the college, as enforced by the then-Learning Outcomes Committee (LOC; now Curriculum Review Committee) through its curriculum review and approval processes already in place.
- The final guidelines to implement this policy was the product of collaborative work between the then-LOC and the Faculty Senate as approved by the College Governing Council.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- As defined in Policy 345, a credit hour reasonably approximates not less than one (1) hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or (2) a minimum of 45 hours of student work for other academic activities as established by the institution including laboratory, practicum, clinical, and other academic work leading to the award of credit hours.

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<sup>20</sup> T-Zone stands for Transformation Zone, which refers to a dedicated space drawn by specific stakeholders on campus to discuss transformative ways to promote student achievement and success.

- This is verified by the Deans every semester as they work on workload assignments to faculty who will teach these courses, as set forth in the master course schedule for the semester. Workload assignments are done for courses that include face-to-face, laboratory, online or hybrid, and for clinical courses (such as Practical Nursing) that take place in a medical setting.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- The tuition fees collected from students is published on page 30 of the AY 2017-2018 College Catalog under “Tuition and Fees”. The published rate is \$130 per credit hour for residents, \$155 for non-residents, and \$180 for international students. With the exception of additional fees charged for various programs with laboratory, kitchen, or shop components, the cost of tuition is consistent across programs.

Any clock-hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

- There are no clock-hour to credit hour conversions that occurred in any program offering this academic year.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- In compliance with this ACCJC Policy, the Vice President for Academic Affairs issued a memo in January 2017 to the Faculty Senate President to coordinate faculty dialogue on program credit requirements<sup>21</sup>. The year-end report submitted by the Faculty Senate at the end of Spring 2017 semester reveals that program faculty have discussed this issue in various faculty meetings, particularly with regard to the impact of credit requirements upon early or delayed student completion. This discussion is ongoing.

## **Transfer Policies**

Transfer policies are appropriately disclosed to students and to the public.

- On page 23 of the AY 2017-2018 College Catalog, a section on “Transfer of Credits from Postsecondary Institutions” explains the whole process. This section describes the evaluation process as well as the forms necessary to complete this process.
- GCC’s transfer policy is in fact enshrined in Board Policy 320 (Articulation and Transfer Agreements) which states that “the Board is interested in facilitating inter-institutional and mutual cooperation through articulation and transfer

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<sup>21</sup> See VPAA memo 2017-001, “Faculty Discussion on Program Credit Requirements,” addressed to the Faculty Senate President, AY2016-2017.

agreements with PPEC-member institutions and other higher education institutions beyond our region.”

Policies contain information about the criteria the institution uses to accept credits for transfer.

- GCC accepts credit transfer for all courses successfully completed at any college or university in the United States which is accredited by its regional accrediting body, affiliated accrediting body, the Distance Education Council, or any accrediting body recognized by the United States Department of Education (e.g. MSCHE, NEASC-CIHE, NEASC-CTCI, NCA-HLC, NWCCU, SACS, WASC-ACCJC, WASC-ACSCU, or the DETC) or which is recognized and approved by the Department of Education or Ministry of Education in a foreign country. Credit transfer will be accepted so long as the courses satisfy the following criteria:
  - Official transcripts are received directly from the institution where the credits were earned.
  - The course is at the postsecondary level; with GCC, this means the course is at the 100 level or above and receives undergraduate level credit.
  - Credits earned outside of GCC are equal to or greater than the credits to be received from GCC.
  - The student has earned a “C” grade or higher (or equivalent).
  - The course is not a credit awarded for life experience.

The institution demonstrates compliance with the Commission Policy on Transfer of Credit.

- After a thorough review of the checklist for compliance with this policy, GCC has concluded that its transfer policies are transparent, published, and is widely disseminated to students and the public through its website and the college catalog.

### **Distance Education and Correspondence Education [Regulation Citations: 602.16(a)(1)(iv),(vi); 602.17(g); 668.38]**

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- GCC Board Policy 340 (Distance Education Policy) mirrors the ACCJC policy in that it states how Distance Education is defined and how courses are classified based on the USDE definition. This board policy states that “DE refers to the practice of offering educational services—either instruction or support services—to students who are not physically co-located with the individuals providing the service” and intended to “bring students educational programming in either synchronous (students and the service provider are interacting online at the same

time) or asynchronous modes (students and the service provider not interacting online at the same time)”.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed.)

- In 2014, a DE Strategic Plan for the college was formulated through a group of off-island consultants who worked with all stakeholders on campus – students, faculty, and administrators—to guide the consistent application of policies and procedures regarding DE offerings. As a result of this plan, a DE Standard Operating Procedures (SOP) manual was also produced to guide administrators and faculty in this regard.
- A memo entitled “Teaching DE” is released by the Vice President for Academic Affairs at the beginning of each academic year for academic planning purposes. Faculty must ensure that they fulfill two requirements prior to the semester that they teach a DE course: (1) completion of an online pedagogy course; and (2) training in the Moodle platform. A DE dedicated page is also provided for students and faculty in the college’s website, with all the information and guidelines necessary to prepare for an online or hybrid course.
- To provide further academic support, a DE Faculty Liaison is identified each academic year to help grow and sustain the interest of faculty and students in online or hybrid courses through a program of professional development activities, mentoring, evaluation and virtual visits to online/hybrid classrooms to stimulate discussions for improvement among faculty.

The instructor has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program and for ensuring that student information is protected.

- All instructors of online or hybrid courses require a face-to-face orientation at the beginning of any course so that student identities are confirmed, and students are provided the support they need in order to succeed in class.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- GCC’s current broadband capacity totals 180Mbps (megabits per second) in bandwidth and is serviced by two separate Internet Service Providers (ISPs) namely GTA Teleguam and PDS (Pacific Data Systems), as contracted. This capacity is available to both our wired and wireless services for all authorized and authenticated users. A three-pronged multi-homed connection to and from the Internet gives the college the redundant links to its DE site, just in case any of



- these ISP lines go down. Additionally, the college has on standby the necessary infrastructure to connect to another ISP, DOCOMO Pacific, in case both GTA and PDS lines simultaneously get disconnected. Notably, the institution's total capacity threshold is holding optimally below 75% utilization for both incoming and outgoing Internet traffic, which simply means that GCC has more than sufficient bandwidth to accommodate the entire campus. Upgrade to the bandwidth capacity is conducted only by the Management Information Systems (MIS) Office when normal Internet traffic continues to surpass 75% utilization on a daily basis.
- Internally, GCC technology infrastructure is sufficient to maintain and sustain distance education offerings since the college uses up-to-date computers, software tools, networking equipment, and multiple fiber-optics network backbones that allow GCC users to connect responsively to the Internet and to the remote MOODLE Learning Management System (LMS). Externally and with the MOODLE LMS currently residing in the Cloud, as contracted with and hosted by Remote-Learner, the institution has established a robust learning system platform that is sufficient and sustainable. Contracting with Remote-Learner and having the LMS site in the Cloud gives GCC the opportunity and the flexibility to expand the MOODLE LMS, as needed, in the near future.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- With a board policy (Policy 340) guiding the implementation of DE offerings on campus, with the corresponding DE Strategic Plan and DE Standard Operating Procedures that have been developed as a result of the policy, the college believes it meets the Commission's requirements and is therefore compliant with the Policy on Distance Education and Correspondence Education.
- The college does not offer correspondence education.

### **Student Complaints [Regulation Citation: 602.1 (a)(1)(ix); 668.43]**

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- Policies and procedures for student complaints are available both in the Catalog and online via [www.guamcc.edu](http://www.guamcc.edu). Specifically, the student complaint procedures can be found on pp. 22-25 of the Student Handbook, available on the Student Services tab of MyGCC22.

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<sup>22</sup><http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/StudentSupportServices/PS%20Student%20handbook%20AY17-18.pdf>

- Incident report forms are available for students at the Student Support Office, with staff assistance given to students in filling out the form whenever it is needed.
- The language in the Student Handbook explains the what and why of student grievances and illustrates the detailed process of filing a grievance: Step One – Initiating a Complaint; Step Two – Informal Resolution; Step Three – Formal Resolution; and Step Four – Resolution by the President.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The formal student complaint records since the last comprehensive evaluation are available and reflect accurate implementation of complaint policies and procedures. Incident reports of written student complaints are kept at the office of the Associate Dean (School of Technology and Student Services). In this role, one of his primary responsibilities include the handling of judicial proceedings that cover investigation, resolution, and reporting of student complaints.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- Guam Community College has reviewed the checklist for compliance with this policy and has concluded that it meets the Commission's requirements. It is also prepared to answer any questions regarding complaints, policies and procedures.

## **Institutional Disclosure and Advertising and Recruitment Materials**

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- The college catalog and the website ([www.guamcc.edu](http://www.guamcc.edu)) are the two major channels through which detailed information about program offerings, credit requirements, class schedule, room assignments, as well as policies and procedures about college processes are communicated broadly to students and the general public.
- The college's official name, physical address, website address, office telephone numbers, program offerings, credit requirements, individual programs and courses, as well as their corresponding student learning outcomes (SLOs) are all published in the catalog. It is both published in print and online as a pdf copy in the college's website. A separate schedule of classes is also published each semester to provide students all the information they need to register for classes and the support services available to them while enrolled.

- Various employees across the college provide input to the catalog and the website so that these channels of communication are as accurate and reliable in terms of promoting the programs and services of the institution.
- The catalog is reviewed annually and a process is in place for providing feedback at the department, school, and divisional levels. Department chairs as well as faculty and staff are encouraged throughout this process to provide specific comments about their department or program offerings. The Vice President for Academic Affairs oversees the Registrar's work in developing, revising, and finalizing the college catalog prior to the start of each academic year.
- The college website is regularly reviewed by a Web committee that handles the layout, design, and content of the website through consultations with students, faculty and administrators, who are each represented in this committee. The Assistant Director of Communications and Promotions, in collaboration with the college's graphic artist, provides oversight of this process. The accuracy and reliability of information contained in the website is given utmost priority by this committee as they conduct the website's annual review.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- All publications and advertising to promote the college and its programs are handled by the Office of Communications and Promotions. The Assistant Director of this office ensures the integrity of all publications and advertising, including recruitment materials such as flyers, posters, and brochures, through a rigorous process of review for all materials submitted for publication in print or online. All announcements to the GCC college community, for example, must be emailed to [gcc.pio@guamcc.edu](mailto:gcc.pio@guamcc.edu) for review and approval prior to its posting on the college portal, MyGCC.

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The college catalog has separate sections on "Regional Accreditation" (page 10) and "Program Accreditation" (page 11) to convey its accredited status to the general public. Its regional accreditation is that of ACCJC which is an "institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education." The Associate of Arts in Culinary Arts received its program accreditation from the American Culinary Federation (ACF) Education Foundation, which is recognized by the Council of Higher Education Accreditation (CHEA). The website also mirrors the same information regarding the college's accreditation status.

**Title IV Compliance [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.17 et seq]**

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The College ensures compliance with Title IV requirements through frequent reviews of policies and procedures and other system oversight measures. Aligning its practices and procedures with requirements outlined by USDOE, as well as utilizing the tools and guidance by the institution's membership in professional organizations and enhanced by student input, the college consistently engages in quality improvement strategies.
- The Financial Aid office's employees conduct compliance requirement checks on an annual basis by subscribing to the Financial Aid Administrator's Professional organization's compliance engine and by following the U.S. Department of Education's Federal Student Aid Assessment guide. Financial Aid Office employees also attend regular conferences, workshops, on site, and web training offered by the US Department of Education and Professional Financial Aid Association to ensure the college complies with current Title IV financial aid regulations
- The college received unmodified (clean) opinions on its fiscal year (FY) 2016 financial statements and reports on compliance and internal control from an independent auditor, Deloitte and Touche. GCC achieved a milestone in April 2017 by qualifying as a low-risk auditee for the 16<sup>th</sup> consecutive fiscal year. Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by auditors for FY2016 and FY2014. There were no material weaknesses or significant deficiencies identified in the results of those audits.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the College's financial responsibility, including student financial aid responsibility.

The institution's student loan default rates are within the acceptable range defined by the USDOE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- GCC 's Financial Aid Office does not administer federal student loans at this time, though the college has been approved to participate in federal student loans via GCC's approved USDE Application to Participate. No default rates can therefore be reported.
- However, the college has a Financial Aid consortium agreement with the University of Guam, and hence, students can avail of the loan program through the University. No loan application has been received for the last six years.

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

### **Standard 1.A.1 Mission**

*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

#### **Evidence of Meeting the Standard**

As stated in the Guam Community College (GCC) Board of Trustees (BOT) Policy 100<sup>23</sup>, the current GCC mission statement reads:

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

Translated in native Chamorro, the indigenous language of Guam, it reads:

*“Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfâfâche'cho' ya u na' guâguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananâgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.”*

The broad educational purposes of the College are to prepare students for entry-level employment in career and technical fields or transfer to a four-year institution of higher education. This is described in the GCC mission statement, “providing the highest quality, student-centered education and job training”.

The intended student population that GCC serves derives not only from Guam, but students from the various islands across Micronesia, which is implied by the words in the mission statement “job training for Micronesia” GCC Fact Book Vol. 11 (SY 2016-2017)<sup>24</sup> breaks down the student population by ethnicity, revealing that 1,108 are Chamorro, and 964 are Filipino. Also, enrollment by the Micronesian population, made

<sup>23</sup> Board of Trustees (BOT) Policy 100

<sup>24</sup> GCC Fact Book Vol. 11 (2016-2017), p.

up of Chuukese, Kosraean, Marshallese, Palauan, Yapese and Pohnepian, is represented by 198 students out of a total of 2,410 students. More specifically, GCC strives to meet the educational needs of these diverse students, who are interested in pursuing career and technical education and training.

The mission statement broadly describes the types of degrees and credentials that GCC offers. “Career and technical workforce development” indicates that GCC trains and awards degrees and credentials to students who have completed all necessary requirements of their declared programs thus equipping them for the workforce.

GCC exhibits its commitment to student learning and achievement in the mission statement through the words, “student-centered”. The College strives to be student centered by ensuring that decisions and policies are designed with the question in mind of, “how will this have a positive effect on student success?”

The College has taken an active role in promoting the importance of Student Learning Outcomes (SLOs) to its students, faculty, staff and administrators. Since its initial campus wide implementation in fall 2004, TracDat, the assessment data management software which records assessment activities and outcomes, has allowed the College to implement an embedded assessment system. This process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year-round. This assessment software has allowed the College to learn more about its students. The data gathered provides the baseline for dialogue and improvement at the institutional and program level. The College’s commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. Furthermore, at the core of the College’s assessment efforts is the program review process, which guides improvements throughout the College. For a more detailed discussion of defining and assessing SLOs at GCC, *see Standard 1.B.2*.

At the core of all institutional planning is the GCC **Institutional Strategic Master Plan** (ISMP). This ISMP is the operational manifestation of the College’s alignment to its mission. At every level of planning, whether it be at the course or program level, or whether it be in the realm of supportive services, or administration, all planning activity is aligned with the Goals of the ISMP. This, in turn, assures that planning activity is aligned with the Mission (*See Standard 1.A.3, 1.B.9*). On page three of the GCC 2014-2020 ISMP, the Message from the President explains that “*We exist to provide our students with the highest quality education and job training possible, which in turn will provide their employers with an educated, highly skilled workforce*”. This verbiage in the ISMP is clearly reflective of the College’s Mission Statement.

## **Analysis and Evaluation**

The mission statement describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

## Standard 1.A.2

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of the students.*

### Evidence of Meeting the Standard

The Office of Assessment, Institutional Effectiveness and Research (AIER) serves as the **central repository** for the College's data collection and analysis efforts. With direction from the College's leadership team, AIER is primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

Data from all departments, programs, and administrative units are uploaded to the centralized data management software called TracDat on an ongoing basis. Results are compiled and analyzed by the Committee on College Assessment (CCA) in coordination with AIER and are published in the annual GCC Fact Book<sup>25</sup> and Annual Institutional Assessment Report<sup>26</sup>.

The core of GCC's mission is to "provide the highest quality, student-centered, education and job training for Micronesia." The following data-driven functions are essential to GCC's accomplishment of the heart of the mission.

#### ***Curriculum***

Many different forms of data are used to drive decisions related to GCC's Curriculum. Advisory Committee feedback reflects industry needs and standards. Student learning outcomes (SLOs) assessment

For example, GCC's recent decision to accelerate its developmental mathematics and English courses was justified by data from other institutions, identifying practices linked with enhanced student success. (EXAMPLE)

#### ***Budget***

GCC strives to ensure that its budget is allocated in ways designed to optimize achievement of the College's mission. In order to achieve this critical linkage, all budget requests are rooted in data, to include department and program-level data, indicating that requested funds will be utilized to address needs identified through the institutional assessment process.

Specifically, in order for a department or program's proposed budget to be received by GCC's Business and Finance Division, the following three elements are required, each of which must be substantiated by data: Any program or department budget, budget request or budget increase, whether it is for supplies, equipment, materials or personnel, must

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<sup>25</sup> GCC Fact Book Vol. 11 (2016-2017), p.

<sup>26</sup> Annual Institutional Assessment Report



have goals aligned with the ISMP. Each department must submit a proposed annual budget to their Dean for review. If the proposed budget is not properly aligned with the ISMP it is returned to the department chair or program manager for revision and/or justification.

The budget will include department indicators and outcomes, assessment data showing that the budget is aligned with GCC's mission via the four core goals of the GCC's ISMP 2014-2020<sup>27</sup>.

Further, any budget-related proposals originating from GCC's Participatory Governance process must be data-driven.

### ***Faculty evaluation***

Employee efforts to achieve the mission are incentivized by GCC's employee evaluation processes. For example, for faculty members to receive incremental salary increases, they must use data to demonstrate that they are helping GCC to achieve its mission, as itemized by the rubrics, negotiated for the most recent Board / Union Agreement, and derived from the ISMP.

### ***Facilities***

To provide the highest quality student centered education and job training for our students, appropriate facilities are necessary. The Campus Master Plan (CMP) encapsulates data driven decisions regarding the most critical improvements and the construction of new facilities<sup>28</sup>. During the fall semester, the Planning and Development Office will issue a call out from the College community soliciting feedback and recommendations on facility improvements and/or repair. The data gathered during this call out is used to determine the course of action that the Planning and Development Office will take, and whether or not changes will be made to the CMP.

Data may also come from faculty committee and senate meetings, staff senate meetings, student organization meetings, meetings with the President, public hearings, board meetings, and town hall meetings.

### ***Ongoing Culture of Data Harvesting and Analysis***

GCC's 15th Annual Institutional Assessment Report<sup>29</sup> (see below) describes the institution's ongoing culture of data harvesting and analysis. Planning and budgeting approval through the participatory governance structure is clearly linked to the ISMP and the Mission Statement.

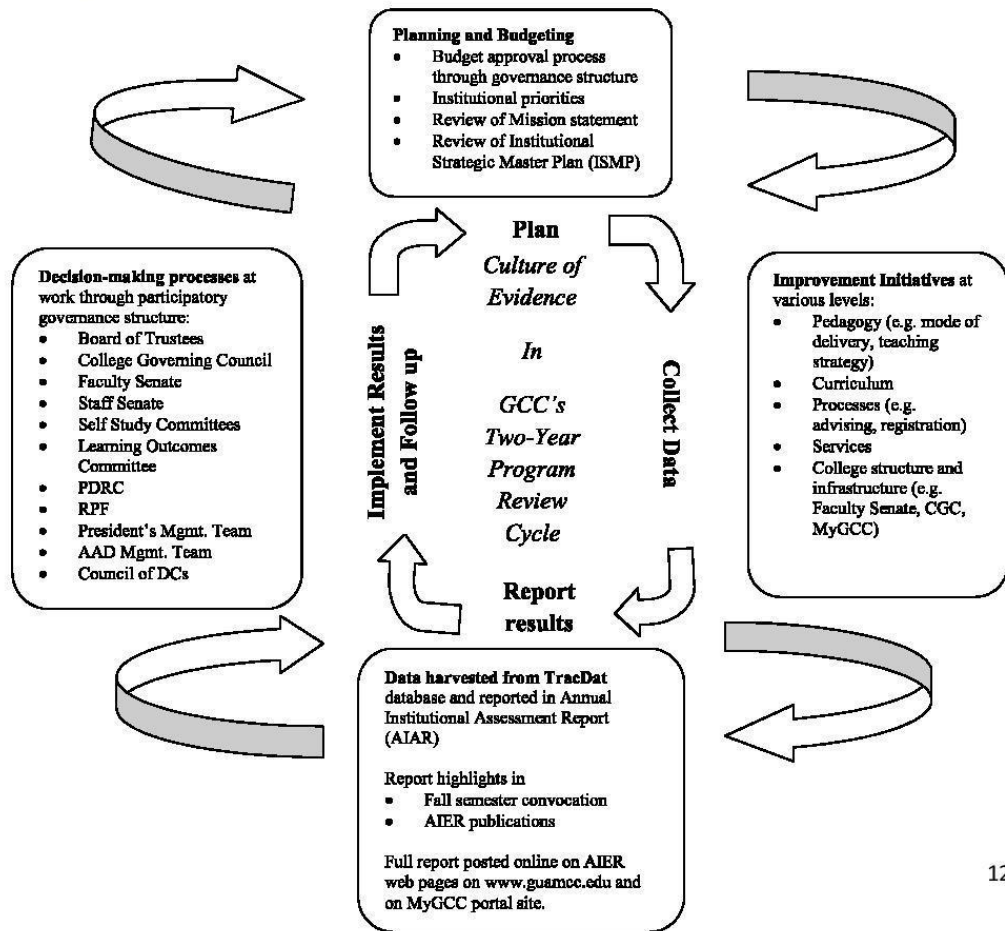
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<sup>27</sup> GCC 2014-2020 ISMP p.5

<sup>28</sup> Campus Master Plan (CMP)

<sup>29</sup> 15th Annual Institutional Assessment, p. 12

## GCC's Model of Linking Program Review to Integrated Institutional Planning



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The flowchart above shows the importance of data collection as part of the College's two-year assessment cycle.

### Analysis and Evaluation

In order to facilitate the process of linking data to the ISMP and mission, as detailed above, the Office of Assessment, Institutional Effectiveness and Research (AIER) collects and analyzes data. This data is continuously used to inform college planning efforts and key decisions which direct institutional priorities in meeting the educational needs of the students.

### Standard 1.A.3

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional*

*goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

As stated in the Guam Community College mission, the institution exists to provide “career and workforce development”, and the “highest quality, student-centered education and job training for Micronesia”.

GCC offers three (3) Associate of Arts (AA) degrees in Culinary Arts, Education, and Interdisciplinary Arts and Sciences. The College also offers twenty-three (23) Associate of Science (AS) degrees in, to name a few, Medical Assisting, Automotive Technology, Tourism & Travel Management. Twenty-six (26) Certificates are offered as well. A complete list of all programs can be seen in the current GCC College Catalog<sup>30</sup> and the GCC Fact Book Vol.11<sup>31</sup>. GCC’s programs are appropriate to the intended student population and align with the College’s mission of providing strong career and workforce development for the island community.

Student learning support services, such as Academic Advising, Accommodative Services, Tutoring, Project Aim, the Learning Resources Center, the open Computer Lab Services, etc., all align with the GCC mission to provide the highest quality, student-centered education and job training for Micronesia. (*See Standards II.B.1 and II.C.1* for more information). Verbiage, for example, from the Mission Statement of Project AIM<sup>32</sup>, which provides a wide array of support services such as advising, financial aid support, and tutoring, states that its mission is “To provide quality student support services and education so our students can succeed in life and college, graduate and/or transfer to a bachelor’s degree or beyond”. This clearly is aligned with the GCC mission.

The College uses the Initiatives and Goals of the Institutional Strategic Master Plan (ISMP) to inform, establish and assess its programs and services. The goals, which are formed by the mission, guide planning and decision-making and ensure student learning and success.

GCC determines how effectively it is accomplishing its mission by assessing its progress towards the goals of the ISMP. The four goals of GCC’s ISMP 2014-2020<sup>33</sup> are described below.

#### **Goal 1 - Retention and Completion**

Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

#### **Goal 2 - Conducive Learning Environment**

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<sup>30</sup> GCC College Catalog

<sup>31</sup> GCC Fact Book Vol. 11 (2016-2017)

<sup>32</sup> Mission Statement of Project AIM

<sup>33</sup> GCC’s ISMP 2014-2020

Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

Goal 3 - Improvement and accountability enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability.

Goal 4 - Visibility and engagement

Promote the Guam Community College brand to achieve regional, national, and international recognition.

All GCC programs undergo regular and cyclical program review, and assessment of the results link to planning and budget allocation. (*See Standard 1.B.2 and 1.B.9 for more information*). During program review, assessment of whether the goals of the ISMP are being accomplished is conducted. Since the ISMP is founded on the mission, then it is the mission that is truly central in guiding all decision-making, planning, and resource allocation.

### **Analysis and Evaluation**

All programs and student support services of Guam Community College are aligned with its mission and are appropriate for the intended student population. The College has an integrated planning process in place, and the mission is the basis for which the goals of the GCC Institutional Strategic Master Plan (ISMP) are developed. Throughout regular program review processes, the mission is central to all of the College's decision-making, planning, and resource allocation.

### **Standard 1.A.4**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

### **Evidence of Meeting the Standard**

The College's mission is articulated in a mission statement that is widely published in numerous GCC publications. The mission statement can be found, for example, in the yearly GCC College Catalog<sup>34</sup>, the GCC website Mission homepage<sup>35</sup>, the 2017-2018 Student Handbook<sup>36</sup>, the GCC Fact Book Vol. 11<sup>37</sup>, and the GCC 5-Year Academic Calendar<sup>38</sup>.

The mission statement is also a permanent fixture of GCC campus culture. Walking through the campus you can see the mission included in numerous advertising and informational posters and fliers. The mission is also recited at the beginning of the Fall Convocation meetings, all college-wide assemblies, Faculty, Staff, Administrative, and Board of Trustees meetings. The Chamorro Language version of the Mission Statement is also recited by the Chamorro Language speakers of the college.

GCC Board of Trustees (BOT) Policy 100<sup>39</sup> mandates that the mission statement be reviewed annually and the Board of Trustees approve any changes. More specifically, the Mission Statement, and any proposals for its revision, is reviewed by the Board of Trustees every January meeting.

In the Spring of 2013, as part of the assessment and revision, the Vice President for Academic Affairs and the Office of Assessment (VPAA), Institutional Effectiveness & Research (AIER) participated in the various committee meetings and campus events to gather feedback on the College's mission statement. Discussions continued among faculty, staff, students, and administrators throughout the Spring of 2013. On March 7, 2013, in a memorandum<sup>40</sup> from Marlena Montague, Assistant Director of the AIER office to Dr. Ray Somera (VPAA), it was proposed that the feedback and review period be extended to September 11, 2013 to coincide with the development of the new Institutional Strategic Master Plan (ISMP) 2014-2020. Dr. Ray Somera (VPAA) then announced to the college community on March 11, 2013, in a memorandum<sup>41</sup>, that the feedback period would indeed be extended to September 11, 2013.

More discussion followed regarding two different proposals for new verbiage of the mission statement, including discussions during:

- 1) Staff/Administrator Development Day: "Investing in You" March 26, 2013,<sup>42</sup>
- 2) Learning Outcomes Committee Meeting (LOC) April 5, 2013<sup>43</sup>
- 3) Professional Development Review Committee Meeting (PDRC) April 12, 2013<sup>44</sup>

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<sup>34</sup> GCC College Catalog

<sup>35</sup> GCC website Mission homepage

<sup>36</sup> the 2017-2018 Student Handbook

<sup>37</sup> GCC Fact Book Vol. 11

<sup>38</sup> GCC 5-Year Academic Calendar

<sup>39</sup> Board of Trustees (BOT) Policy 100

<sup>40</sup> On March 7, 2013, in a memorandum

<sup>41</sup> March 11, 2013, in a memorandum

<sup>42</sup> Staff/Administrator Development Day: "Investing in You" March 26, 2013

<sup>43</sup> Learning Outcomes Committee Meeting (LOC) April 5, 2013

<sup>44</sup> Professional Development Review Committee Meeting (PDRC) April 12, 2013

4) Committee on College Assessment Meeting (CCA) April 12, 2013<sup>45</sup>

During the Fall 2013 College Assembly<sup>46</sup>, on October 11, 2013, the proposed new verbiage for the Mission Statement in English and Chamorro language was presented to the college community.

On January 10, 2014 the Board of Trustees<sup>47</sup> was presented with the new Mission Statement and thus BOT Policy 100 was amended and approved.

The previous mission statement read:

*“The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.”*

The current GCC mission statement reads:

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

And translated in native Chamorro language, it reads:

*“Guiya i Kulehon Kumunidât Guåhan, i mas takhilo’ mamanaguen fina’che’cho’ yan i teknikât na kinahulo’ i manfáfache’cho’ ya u na’ guáguaha nu i manakhilo’ yan manmaolek na tiningo’ ni i manmafananâgui yan i fina’na’guen cho’cho’ gi iya Maikronesiha.”*

The change in the beginning of the mission statement replacing “is to be a leader”, which is future tense, to “is a leader,” which is present tense verbiage, exhibits the College’s belief that the College is already the current leader in education and job training in Micronesia, as stated in President Mary Okada’s Convocation speech in the Fall of 2014. Furthermore, the addition of “student-centered” shows the desire and commitment of the College to align all goals and planning towards student success and achievement.

Most recently, as part of the Board of Trustees Policy 100 Series review, the Mission statement (BOT Policy 100) was submitted and reviewed with no change during the April 8, 2016 BOT meeting<sup>48</sup>.

### **Analysis and Evaluation**

The GCC Mission Statement is deeply embedded in the culture of the institution. It is highly visible, widely publicized in print form and on the GCC website, and is recited

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<sup>45</sup> Committee on College Assessment Meeting (CCA) April 12, 2013

<sup>46</sup> Fall 2013 College Assembly

<sup>47</sup> January 10, 2014 the Board of Trustees

<sup>48</sup> April 8, 2016 BOT meeting

during all campus meetings. It is reviewed and amended every year by the Board of Trustees and any revisions to the mission requires input from all stakeholders of GCC.

## **Standard 1.B: Assuring Academic Quality and Institutional Effectiveness**

### **Standard 1.B.1**

*The institution demonstrates a sustained, substantive and collegial dialogue [1] about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

#### **Evidence of Meeting the Standard**

All members of the college participate in on-going collegial dialogue about student achievements, academic quality..... within departments, programs, and committees. Dialogue begins with the President's and AVP's address and ends each year with end of the year reports collected and analyzed by AIER.

The college's dialogue structure can be found in the Participatory Governance Structure Handbook 2014-2015 on page 6. Below is the flowchart from that page.<sup>49</sup>

Since the last accreditation cycle, the College has been engaged in continuous dialogue focused on the creation of the Career and College Readiness domain (Adult and Developmental Education), Distance Education, renovations of campus buildings, addition of new programs, and revisions of existing programs. These came about as a result of meetings by committees representing various components of the campus community. These various Institutional Committees meet and report periodically as outlined in the Participatory Governance Structure Handbook 2014-2015.<sup>50</sup> GCC Fact Book Vol. 11 (SY 2016-2017) also outlines GCC's governance structure and how dialogue takes place across and between GCC's various committees, boards, etc.<sup>51</sup>

This dialogue has fostered an environment rich in participation across the entire campus community. As a result of the new ideas shared, more programs and new and more relevant approaches to instruction have been created. In addition, this dialogue has also resulted in the prioritization and allocation of the College's[2] resources to meet the immediate needs of students while preparing for the future needs of the island's community.<sup>52</sup>

<sup>49</sup> Participatory Governance Structure Handbook 2014-2015, see flowchart on page 6

<sup>50</sup> Participatory Governance Structure Handbook 2014-2015, pages 8 & 9

<sup>51</sup> Fact Book

<sup>52</sup> Participatory Governance Structure Handbook 2014-2105, page 12

The dialogue that the College engages in leads to a collective understanding of the meaning of the evidence and data gathered through research in evaluating student learning. All stakeholders are informed via known publications. Some examples include, but are not limited to, the following: IDEA Survey results, AIER [3] annual reports, Annual Institutional Assessment Report, and GCC Fact Book Vol. 11 (SY 2016-2017).<sup>53</sup>

Parties involved include faculty, staff, students and administrators [4]. BOT Policy 340 was adopted on July 7, 2010. It was adopted as a way of addressing the need of students to be able to take courses away from the traditional classroom format. Involved in the development of the DE/CE mode were GCC's students, faculty, information management staff [5], department chairs, and administrators [6]. Distance Education courses are required to meet the same standards as traditional classroom courses. They must have the same quality and rigor as face-to-face classes. GCC [7] has made significant progress in its partnerships with island businesses for employment and training opportunities. The college continues to maintain and sustain the assessment infrastructure in place by incorporating the assessment of all Continuing Education and Workforce Development courses into the regular cycle of assessment. [8]

The distance education pilot project commenced in the spring of 2015 with the selection of the four (4) courses to be piloted. Faculty involved in these pilot courses participated in regular planning meetings, completed an online course and an online teaching certification exam, submitted curriculum revisions to incorporate the online components into the course guides, and configured the online Moodle classroom based on the College's course template by the designated completion date of August 2015. The three (3) courses [4] are MA110A-Finite Mathematics, EN110-Freshman Composition, and OA101- Keyboarding and Document Processing. One section of the Keyboarding and Document Processing course was piloted as a hybrid course with 50% of the course delivered online in the Moodle classroom and 50% of the course delivered face-to-face on the GCC campus. The program specialist for Academic Technologies [5] led the DE taskforce through the planning and pilot phases of the DE pilot project. Upon completion of the pilot courses, the DE taskforce will finalize and formally adopt the DE Strategic Plan to guide further expansion of distance education at GCC.<sup>54</sup> [6]

## Analysis and Evaluation

### Standard 1.B.2

*The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.*

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<sup>53</sup> Fact Book

<sup>54</sup> 15th Annual Institutional Assessment Report, page 12



## Evidence of Meeting the Standard

### *Defining Student Learning Outcomes*

Defining and assessing Student Learning Outcomes (SLOs) is an ongoing task that involves input from all departments of GCC. To assist in the continuous effort of defining and assessing of SLOs, the Office of Assessment, Institutional Effectiveness and Research (AIER) publishes the GCC SLO Handbook<sup>55</sup> and the GCC Assessment Handbook<sup>56</sup>. Within their pages, faculty, support staff, and administrators find guidance on defining proper student learning outcomes, how to gather data and input into TracDat, and how to link course-level SLOs to Institutional Level Outcomes (ILOs). The Assessment Handbook also explains the Two-Year Assessment Cycle Schedule and the Assessment “Taxonomy” which organizes the College into four sections and spells out their assigned assessment tasks and deadlines. Both the Assessment Handbook and the SLO Handbook are made public to the community and can be readily assessed via the GCC website.

Regular training is also offered every semester by Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services, regarding writing and assessing effective SLOs. Also, in the Fall of 2014, GCC held an Assessment Leadership Summit<sup>57</sup> that provided valuable training for SLO writing, Tracdat input processes, and Budget and Assessment.

According to the GCC 15th Annual Institutional Assessment Report<sup>58</sup> (AIAR), 100% of GCC’s 402 courses have defined SLOs. Furthermore, 100% of all courses are either in the process of assessing its SLOs or are under curriculum review.

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<sup>55</sup> GCC SLO Handbook

<sup>56</sup> GCC Assessment Handbook

<sup>57</sup> Assessment Leadership Summit

<sup>58</sup> 15th Annual Institutional Assessment Report

Table 2. Student Learning Outcomes (SLOs)  
Postsecondary  
AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2014 Catalog	402	402	100.00%
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 2012 Catalog	400	402	99.50%
Spring 2011 Catalog	384	396	96.97%
Fall 2010 Catalog	384	396	96.97%
Spring 2010 Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Spring 2007 Catalog	0	399	0.00%
Fall 2006 Catalog	0	399	0.00%

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	13	100%
	Number of courses under curriculum review	192	
	Number of courses within the programs	205	
Certificate Programs	Number of courses with SLOs being assessed	17	100%
	Number of courses under curriculum review	38	
	Number of courses within the programs	55	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	19	100%
	Number of courses under curriculum review	123	
	Number of courses within the programs	142	
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	49	100%
	Number of courses under curriculum review	353	
Total count of courses within programs	Number of courses within programs	402	

During this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research continued to incorporate the assessment of all CEWD-offered courses (both credit and non-credit bearing) as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and thirty-four (134) courses listed in the 2013-2015 CEWD catalog, one hundred and thirty-four (134) or one-hundred percent (100%) had course-level SLOs. Additionally, of the total one hundred and thirty-four (134) courses, twenty-five or approximately nineteen percent (18.66%) of CEWD-offered courses were assessed during this reporting period.

Also, if a report is run in the College's TracDat assessment management system, one finds that of the total number of **administrative units** listed (17), 100% have administrative unit outcomes being assessed; and, of the total number of **student service units** listed (11), 100% have the student learning outcomes being assessed. This information is summarized and reflected in Table 5 and 6 of the GCC 15th Annual Institutional Assessment Report<sup>59</sup>, on p. 8-9, which contains Assessment Commitment Rate at the Divisional Level, and Updated Rates of Divisional Commitment to Assessment Requirements.

Board of Trustees Policy 306<sup>60</sup> mandates that the institution undergo a regular two-year cycle of staggered assessment with four (4) groups representing Associate Degrees, Certificate Programs, Administrative and Student Services Units, and Special Programs

This assessment cycle can be found in Appendix A of the GCC 15th Annual AIAR<sup>61</sup>.

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<sup>59</sup> 15th Annual Institutional Assessment Report

<sup>60</sup> Board of Trustees Policy 306

<sup>61</sup> Appendix A of the GCC 15th Annual AIAR

**GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE****EFFECTIVE FALL 2014**

	<b>GROUP A</b> Associate Degree	<b>GROUP B</b> Certificate Programs	<b>GROUP C</b> Administrative & Student Services Units	<b>GROUP D</b> Special Programs
<b>FALL 2014</b>	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> October 13, 2014	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 13, 2014	<b>Admin/Student Services Unit AUO/SSUO Assessment Report</b>  Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab  <b>DEADLINE:</b> October 13, 2014	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 13, 2014
<b>SPRING 2015</b>	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 9, 2015	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> March 9, 2015	<b>Admin/Student Services Unit AUO/SSUO Implementation Status</b>  Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 9, 2015	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 9, 2015
<b>FALL 2015</b>	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 12, 2015	<b>Program &amp; Course SLO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 12, 2015	<b>Admin/Student Services Unit AUO/SSUO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and each Sub-tab and enter data in each field/box for the new cycle  <b>DEADLINE:</b> October 12, 2015	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> October 12, 2015
<b>SPRING 2016</b>	<b>Program &amp; Course SLO Implementation Status</b>  Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 14, 2016	<b>Program &amp; Course SLO Assessment Report</b>  Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 14, 2016	<b>Admin/Student Services Unit AUO/SSUO Data Collection Status</b>  Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs  <b>DEADLINE:</b> March 14, 2016	<b>Program &amp; Course SLO Assessment Plan</b>  Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle  <b>DEADLINE:</b> March 14, 2016

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



Office of Assessment, Institutional Effectiveness  
& Research

This two-year cycle consists of four semesters, each with a specific task to execute:

- 1) Create course and program SLO Assessment Plan(s)
- 2) Gather Data
- 3) Compile Assessment Report based on collected data
- 4) Implement the use of assessment results

On the [AIER assessment resources webpage](#)<sup>62</sup> you can find Step-by-Step guides on how to enter data into TracDat for Groups A, B, C, and D.

GCC's AIER office works closely with two main committees with the biggest influence on Student Learning Outcomes. These two committees are the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA). A description of these two committees can be found in the [GCC Faculty Agreement between Faculty Union and Board of Trustees](#)<sup>63</sup>.

The Learning Outcomes Committee (LOC) “ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible to the evolving needs of the community. In addition, this committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, Departmental Chairpersons, Committee Chairpersons, and administrators as appropriate. The Committee will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes. The Chairperson and Chairperson-Elect are to be elected by the members of the Committee. The committee composition will have twelve to fifteen (12-15) faculty members preferable to include faculty members representing each of the following disciplines: English, Math, Science, Social Science, and Career/Technical Education. Other members may be assigned by the Faculty Senate President if requested by the Chairperson after all other committees are filled”.

### ***Committee on College Assessment***

The Committee on College Assessment (CCA) is an institution-level committee created under the terms of the 2000-2005 Board of Trustees-Faculty Union Agreement that took effect in Fall 2000. A new contract (2010-2016) retains the same provision. Relevant provisions of the contract that relate to CCA responsibilities are reflected in the language of the agreement and committee by-laws, as follows:

The Board and the Union recognize the importance of systematic and continuous assessment of student learning outcomes at the course, program, and institutional levels and are committed to a joint effort of overall institutional improvement and its stated mission.

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<sup>62</sup> [AIER assessment resources webpage](#)

<sup>63</sup> [GCC Faculty Agreement between Faculty Union and Board of Trustees](#)

To facilitate the process, the Committee on College Assessment is formed as follows: Active membership is open to GCC faculty, staff, administrators, and enrolled students. According to the Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees Guam Community for Faculty 2010–2016, Article VII – Participatory Governance (p 24 of 116), the members of the Committee must include:

1. No fewer than four (4) faculty members. (Best practice is to have one faculty member representing each of the schools, a non-instructional faculty, and a secondary faculty);
2. Other members may be assigned by the Faculty Senate President if requested by the Chairperson after all other committees are filled.
3. Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College.
4. In addition, the CCA may include, as recommended, to have the following: One (1) student representative from the Council on Postsecondary Student Affairs; additional faculty, staff, or administrators as needed.

Maintaining the College’s one hundred percent (100%) course-level SLO completion rate in its postsecondary courses is of highest priority, so during this reporting period, the College Adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. Through the joint efforts of the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA), and guided by the College’s 2-year assessment cycle schedule and the five-year curriculum age rule [8], the Annual Curriculum Review Cycle schedule formalized the link between curriculum and the two-year assessment cycle. This assures that the results of assessment are based on current and relevant curriculum. It is the incorporation of this additional element of curriculum review to the annual reporting of student learning outcomes that allows the College to accurately reflect on the full extent of ongoing improvement efforts taking place.

The following charts from the GCC 15th Annual Institutional Assessment Report (AIAR)<sup>64</sup> shows the annual curriculum review cycle tasks for each of the Groups A-D of the campus.

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<sup>64</sup> GCC 15th Annual Institutional Assessment Report (AIAR)

**GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE**  
**EFFECTIVE FALL 2015**

	Associate Degree <b>W</b>	Certificate Programs <b>X</b>	Secondary Programs <b>Y</b>	Department Courses <b>Z</b>
<b>FALL 2015</b>	<b>Program</b>	<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE: October 12, 2015</b>	<b>Program</b> <ul style="list-style-type: none"> <li>• Program Adoption</li> <li>• Program Substantive Revision</li> <li>• Program Non-Substantive Revision</li> <li>• New or Pilot Programs</li> </ul> <b>DEADLINE: October 12, 2015</b>	
<b>SPRING 2016</b>			<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE: March 14, 2016</b>	
<b>FALL 2016</b>	<b>Program</b> <ul style="list-style-type: none"> <li>• Program Adoption</li> <li>• Program Substantive Revision</li> <li>• Program Non-Substantive Revision</li> <li>• New or Pilot Programs</li> </ul> <b>DEADLINE: October 10, 2016</b>			<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE: October 10, 2016</b>
<b>SPRING 2017</b>	<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE: March 13, 2017</b>	<b>Program</b> <ul style="list-style-type: none"> <li>• Program Adoption</li> <li>• Program Substantive Revision</li> <li>• Program Non-Substantive Revision</li> <li>• New or Pilot Programs</li> </ul> <b>DEADLINE: March 13, 2017</b>		
<b>FALL 2017</b>		<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE: October 16, 2017</b>	<b>Program</b> <ul style="list-style-type: none"> <li>• Program Adoption</li> <li>• Program Substantive Revision</li> <li>• Program Non-Substantive Revision</li> <li>• New or Pilot Programs</li> </ul> <b>DEADLINE: October 16, 2017</b>	
<b>SPRING 2018</b>			<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE: March 12, 2018</b>	

\***DEADLINE:** The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review. Curriculum Approval Process should begin on January 31<sup>st</sup> for spring submissions and August 31<sup>st</sup> for fall submissions.

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**ACCJC/WASC ACCREDITATION SITE VISIT:  
MARCH 2018**



**GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE**  
**EFFECTIVE FALL 2015**

	<b>Associate Degree</b> <b>W</b>	<b>Certificate Programs</b> <b>X</b>	<b>Secondary Programs</b> <b>Y</b>	<b>Department Courses</b> <b>Z</b>
<b>FALL 2018</b>		<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE:</b> <b>October 16, 2017</b>	<b>Program</b> <ul style="list-style-type: none"> <li>• Program Adoption</li> <li>• Program Substantive Revision</li> <li>• Program Non-Substantive Revision</li> <li>• New or Pilot Programs</li> </ul> <b>DEADLINE:</b> <b>October 16, 2017</b>	
<b>SPRING 2019</b>			<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE:</b> <b>March 12, 2018</b>	
<b>FALL 2019</b>		<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE:</b> <b>October 16, 2017</b>	<b>Program</b> <ul style="list-style-type: none"> <li>• Program Adoption</li> <li>• Program Substantive Revision</li> <li>• Program Non-Substantive Revision</li> <li>• New or Pilot Programs</li> </ul> <b>DEADLINE:</b> <b>October 16, 2017</b>	
<b>SPRING 2020</b>			<b>Course</b> <ul style="list-style-type: none"> <li>• Course Adoption</li> <li>• Course Substantive Revision</li> <li>• Non-Substantive Revision</li> </ul> <b>DEADLINE:</b> <b>March 12, 2018</b>	

\***DEADLINE:** The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review.

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**ACCJC/WASC ACCREDITATION SITE VISIT:  
MARCH 2018**





Policies and processes that guide the development and evaluation of courses offered in DE/CE mode are, for the most part, no different from regular courses. Faculty and support staff must still devise SLOs within the guidelines of the SLO Handbook. Assessment must still be carried out in the process spelled out by the Assessment Handbook and in the timeline of the 2-Year Assessment cycle. And as mentioned earlier, SLO training is conducted every semester. However, Faculty who teach DE classes for example, must attain DE instruction certification before they are allowed to teach DE courses. Also, the course and services SLOs must be linked with the Goals of the five-year Distance Education Strategic Plan (DESP)<sup>65</sup> which are subsequently linked to the goals of the ISMP and the College Mission.

Since pilot DE classes just began in SY 2015-2016, the College is still in the process of gathering data, which will be used at the end of Groups A,C, D's two- year assessment cycle to evaluate these courses.

### **Analysis and Evaluation**

GCC maintains a 100% commitment level for defining and assessing SLOs from institutional programs, student support services, and administrative units. Training is offered regularly on SLO writing and assessment, and all departments of the College are in a continuous two-year cycle of assessment.

### **Standard 1.B.3.**

*The institution establishes institution-set-standards for student achievement, appropriate to its mission, assess how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

#### **Evidence of Meeting the Standard**

The Office of Assessment, Institutional Effectiveness and Research (AIER) and the Committee on College Assessment (CCA) ensures that the College maintains the standards for student achievement by systematically and continuously assessing the student learning outcomes at the course, program, and institutional levels. The AIER and CCA publishes institutional reports that can be found on the College's [website](#) [9].

- a) The College has institution set standards for college wide student achievement appropriate to its mission. The standards are for enrollment, retention, successful course completion, and the completion of either program, degree or certification. These standards are also used to assist students get placed into the workforce.

B) Criteria and processes used to set institution-set standards

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<sup>65</sup> Distance Education Strategic Plan (DESP)

- a) The College uses a clearly defined process for defining, assessing, and revising institution-set standards
  - b) These standards were approved using the participatory governance process
- C) Assessment
- a) CCA reviews the institution-set standards occurs in committees w [10]
- D) Published
- a) The College's institution-set standards are published online (.....)

### **Analysis and Evaluation**

- A) Institution-set standards
- a) The College published a chart[11] that contains the following information: definition of the standards; data that was used to establish the standards; data used to track the progress towards achieving the standards.
- B) Appropriateness to mission
- a) The AIER Office and CCA tracks the progress of how well the College serves its students by analyzing enrollment, retention, and completion rates of its programs, certificates, and degrees.
- C) Process for evaluation
- a) The CCA and AIER are primarily responsible for assessing and evaluating the progress made towards institution-set standards. CCA and AIER continuously and annually review data to ensure that the College meets the objectives stated in the ISMP. CCA and AIER also provide feedback and recommendations to effectively and efficiently steer the College towards these objectives.
- D) Broad-based understanding
- a) The GCC community can easily find published information on institutional-set standards, student retention and successful completion rates for courses, program and degrees in the public reports and GCC Fact Books, on the GCC website. Presentations (need evidence) on the institutional-set standards were done to help GCC community members develop an understanding of the institutional priorities and the strategies that the College will use to implement these standards[12].
- E) Achievement of standards
- a) AIER and CCA continuously tracks progress made towards institutional-set standards.
- F) Annual report
- a) The College provides the public and ACCJC with compiled reports that details the College's progress towards the successful implementation of the ISMP [13].

## G) Distance Education

### Standard 1.B.4

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

#### Evidence of Meeting the Standard

Assessment data is incorporated into college planning to enhance student learning and achievement. This is evidenced by the mission statement which reflects priorities and the needs of student population with emphasis on being “learning-centered.” The mission is updated to reflect the changing institutional needs, trends and priorities. In addition, data is used in updating the Institutional Strategic Master Plan (ISMP) every six years (BOT Policy 100<sup>66</sup>; ISMP 2014-2020<sup>67</sup>) as well as in program review and in assessing student learning (Annual Institutional Assessment Report).

The College has a comprehensive systematic institutional assessment process in place. GCC follows a two-year assessment cycle schedule. The cycle has four phases: Assessment Plan, Data Collection Status, Assessment Report, and Implementation Status. These four phases apply at both program and course levels, to include post-secondary, secondary, Continuing Education & Workforce Development, Apprenticeship, and Adult Education domains. Under the Assessment Report phase, the assessment author(s) are required to “record how results will be used for improvement” The assessment process has an integrated planning procedure that assesses, supports, and improve student learning. (Office of Assessment Institutional Effectiveness & Research<sup>68</sup>).

The last phase of the College’s assessment cycle is closing the loop. This is the phase where assessment data is used for the improvements of courses and programs. Closing the loop is so significant in such that “it informs program review, planning, and budgeting; improves teaching and learning; promotes continuous improvement; strengthens programs; promotes collegiality; and enhances retention and graduation rates.” It is noted in 15th AIAR that for AY 2014-15 closing the loop information is shown in Group C assessment data. There are twenty-six (26) assessment units under Group C and all of these units closed the loop, meaning that these units completed their administrative unit-level and student services-level assessment cycles. These twenty-six (26) units are Academic Technologies, Accommodative Services, Admissions & Registration Office, Apprenticeship Training Program, Assessment & Counseling, Board of Trustees/Foundation Board, Business Office, Center for Student Involvement, College Access Challenge Grant Program, Communications & Promotions Office, Continuing Education & Workforce Development, Development & Alumni Relations, Environmental Health & Safety, Facilities, Health Services Center, Human Resources Office, Learning Resources Center, Management Information Systems

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<sup>66</sup> BOT Policy 100

<sup>67</sup> ISMP 2014-2020

<sup>68</sup> Office of Assessment Institutional Effectiveness & Research

Office, Materials Management, Office of the President, Planning & Development Office, Project AIM/TRIO, Student Financial Aid, Student Support Services, Sustainability Office, and WorkKeys. The 100% compliance rate shown in Group C confirms how strongly and seriously assessment is taken at the College.

All departments in GCC are required to assess their respective units, programs and services. To ensure faculty engagement in assessment process, institutional assessment becomes a component of faculty evaluation (GCC Board-Faculty Union Agreement 2010-16<sup>69</sup>).

The committee responsible in ensuring that all departments adhere to the campus-wide assessment requirements and deadlines is the Committee on College Assessment (CCA) which was established in Fall 2000. CCA was created as a part of 2000-2005 Agreement between Board of Trustees and Faculty Union and the same provision on assessment continues in the 2010-16 Agreement (Office of Assessment Institutional Effectiveness & Research<sup>70</sup>). The membership composition of CCA includes administration, faculty, staff, and student representative. This practice of collaboration is to put emphasis on collective effort in assessment.

Campus-wide assessment is an institutional mandate passed by the Board of Trustees (BOT Policy 306<sup>71</sup>). Communications of data are provided to College employees and the public through reports from Office of Assessment Institutional Effectiveness & Research (AIER). Employees have used the data for planning such as budget requests, evaluation, and program and unit improvement.

Another report available to the public via the College's website is the Institutional Strategic Master Plan (ISMP)<sup>72</sup> which is driven by the College's mission and assessment data. This is evidenced by placing a continuous emphasis on curriculum improvement centered on student learning to further increase the number of students completing degrees and certificates. This improvement in curriculum also leads to "highest quality education and job training" that will ultimately result in future graduates that are educated and highly skilled. There is also a plan for further improvement of the physical campus to meet the surge in student population. Four goals are identified with substantial discussions that will direct the College's "critical steps" in achieving "excellence in career and technical workforce development." These goals are retention and completion, conducive learning environment, improvement and accountability, and visibility and engagement.

Data used for assessment and analysis is disaggregated to reflect factors of difference among students.

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<sup>69</sup> GCC Board-Faculty Union Agreement 2010-16

<sup>70</sup> Office of Assessment Institutional Effectiveness & Research

<sup>71</sup> BOT Policy 306

<sup>72</sup> Institutional Strategic Master Plan (ISMP)

GCC Fact Book Volume 10 (2015-16)<sup>73</sup> provides quantitative and comparative data and information on enrollment in postsecondary, secondary, Continuing Education & Workforce Development, Apprenticeship, and Adult Education. With post-secondary enrollment, data are disaggregated to reflect age group, gender, enrollment status, and ethnicity. The five largest ethnic groups are Chamorro, Filipino, Chuukese, White Non-Hispanic, and Palauan. Information on apprenticeship enrollment from various agencies on island was disaggregated by gender. Data on Adult Education Enrollment in 2014-15 by age and ethnicity were included also in the report. As far as transferring to a four-year institution, there were data on students who moved from GCC to University of Guam which were broken down by sex.

The College also published on its website the Graduate Employment Report for Class of 2014 and 2015. The report indicated that there was an increase in the total number of graduates by degree from AY 2013-14 to AY 2014-2015, with 211 in AY 2013-2014 and 230 in the following year. In these two academic years, there were 441 in total who graduated, with 299 female and 142 male. The three majors that had the most graduates in academic years 2013-2014 and 2014-2015 were AS in Criminal Justice, AS in Emergency Management, and AS in Medical Assisting with 43, 41 and 40 total number of graduates, respectively. The three ethnic groups with the most graduates were Filipino, Chamorro, and White. In addition, phone surveys of the graduates were conducted August 2015 to April 2016 to gather information about the annual salary of graduates in AY 2013-2014 and 2014-2015. There were 113 graduates who reported salary of less than \$20,000 and 37 reported salary of \$20,000-\$24,999. There were 178 whose salaries were not reported.

#### [14] Analysis and Evaluation

Based on the evidences of the College's systematic assessment process and how gathered data and results are used, it shows that the institution utilized assessment data and organizes its institutional processes to support student learning and student achievement.

### Standard 1.B.5

*The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

#### Evidence of Meeting the Standard

The College does have a program review process in place. On a 2 -year cyclical basis, programs gather assessments data, and utilize that data in course and program revisions.

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<sup>73</sup> GCC Fact Book Volume 10 (2015-16)

This cycle is evidenced by Annual Curriculum Review Cycle Schedule.<sup>74</sup> Department Chairpersons and Program Managers, when requesting funds via the Annual Budget Request Process, must justify requests with assessment data, as documented in TracDat.

The College's Annual Institutional Assessment Report (AIAR) also documents the College's assessment activities each academic year. GCC conducts ongoing and continuous assessment conversations throughout the campus. Key components of the College's assessment system are the Committee on College Assessment (CCA), AIAR, Committee on College Assessment (CCA), the Learning Outcomes Committee (LOC), and the Office of Assessment, Institutional Effectiveness & Research (AIER).<sup>75</sup>

All faculty and administrators have access to Institutional data and evidence for their work domains, via TracDat, GCC public reports, Annual Institutional Assessment Report, and data from the Registrar's office.<sup>76</sup> [15][16]

## **Analysis and Evaluation**

### **Standard 1.B.6**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

#### **Evidence of Meeting the Standard**

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students.

The College annually publishes a FACT BOOK that presents information and data about enrollment, retention, persistence, and completion rates for student populations and subpopulations. Annual reports from various committees, programs and departments are then sent to AIER office to be disaggregated and analyzed to determine if the learning outcomes at the program and department levels are aligned with the institution's overall mission, ISMP, and academic and organizational priorities. AIER synthesizes and publishes results of their analysis in an annual report, the AIAR, which can easily be found on the GCC website.

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<sup>74</sup> Annual Curriculum Review Cycle Schedule

<sup>75</sup> Annual Institutional Assessment Report AY2014 -2015, page 1

<sup>76</sup> Annual Institutional Assessment Report

When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

In addition, Student Learning Outcomes training is conducted for fulltime and adjunct faculty each semester in an effort to provide Learning Outcomes that are measurable and observable.

As a prime example of GCC's assessment activity put into action, since the last accreditation cycle, GCC identified a gap in student achievement in the subpopulation of students taking Developmental Math and English. Analysis of data compiled by the AIER showed that because of the high number of semesters it was taking for students to complete their developmental Math and English courses, retention and completion rates were negatively affected.

Campus-wide dialogue and planning began in the Fall of 2012 and by the Fall of 2015, a developmental education initiative which is currently called the school of College and Career Readiness (CCR), began its first phase of implementation. Full-time faculty were re-assigned on a voluntary basis to commit to teaching 100% percent of their loads in developmental classes. Faculty in CCR now meet regularly to make sure teaching quality and pedagogy is consistent across all sections. Innovative modes of teaching are being implemented such as the "Flip Classroom" mode of delivery and "Accelerated" developmental math courses. In AY 2016-2017 GCC will continue to harvest data on these developmental classes so as to assess the success of the new CCR in improving student learning and achievement.

## **Analysis and Evaluation**

### **Standard 1.B.7**

*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

#### **Evidence of Meeting the Standard**

Since the last accreditation visit, in 2014, the newly-approved Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards mandated a more comprehensive assessment process for all instructional programs, student services and administrative units on campus. Thus, Board of Trustees Policy 306<sup>77</sup> was amended and adopted on Dec. 11, 2014. It was resolved to change from a five (5) year cycle of

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<sup>77</sup> Board of Trustees Policy 306

Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees to a yearly assessment.

All Board of Trustees (BOT) Policies<sup>78</sup> are made public and can be found on the Guam Community College website. As part of the comprehensive assessment process all BOT policies have been undergoing review and amending if necessary. The BOT policies are categorized in Series.

100 Series - General Board Policies  
 200 Series - Financial Board Policies  
 300 Series - Curriculum Board Policies  
 400 Series - Employee Board Policies  
 500 Series - Student Board Policies  
 700 Series - Apprenticeship Board Policies

Among changes that were necessary and were of interest since the last accreditation visit, Board Policy 100 (Mission Statement)<sup>79</sup> as part of the whole Series 100, was reviewed and adopted most recently on April 8, 2016. Board Policy, Policy 185 (Sexual Harassment & Sexual Discrimination Prevention)<sup>80</sup> was updated on March 11, 2016. Training of GCC employees on sexual harassment policy was on high priority because of the high-profile public lawsuits and that were being filed by students against Faculty in our neighboring school, the University of Guam. Board Policy 400 (Professional Development)<sup>81</sup> was updated on January 13, 2015. And Board Policy 500 (Student Handbook Policies)<sup>82</sup> was also updated on January 13, 2015.

To assure their effectiveness in supporting academic quality and accomplishment of mission, the review of policies and practices across all areas of the college is executed within an ongoing two (2) - year assessment cycle and an annual program review (*see Standard 1.B.2*). Moreover, GCC has in place its Data Driven Dedicated Planning (3DP) process which ties together planning, data collection, resource management, and decision-making through governance structures. (See Standard 1.B.9) This institutionalized process fosters a culture of assessment and improvement in all departments of the college.

### **Analysis and Evaluation**

At all levels of the Institution, GCC engages in an ongoing, cyclical process of program review and assessment. All policies are reviewed and updated within a six (6) year cycle, and GCC adapts to changing external circumstances by prioritizing policy changes when needed (as the case with the Sexual Harassment Policy). GCC's culture of practicing and executing its 3DP process ensures that instructional programs, student learning support

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<sup>78</sup> Board of Trustees (BOT) Policies

<sup>79</sup> Board Policy 100 (Mission Statement)

<sup>80</sup> Policy 185 (Sexual Harassment & Sexual Discrimination Prevention)

<sup>81</sup> Board Policy 400 (Professional Development)

<sup>82</sup> Board Policy 500 (Student Handbook Policies)



services, resource management, and all governance bodies effectively accomplish the mission.

### **Standard 1.B.8.**

*The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

#### **Evidence of Meeting the Standard**

The College publishes an Annual Institutional Assessment Report (AIAR)<sup>83</sup>, which covers significant assessment activities and results (15th Annual Institutional Assessment Report).<sup>[17]</sup> The assessment results are communicated across the institution mainly by Office of Assessment Institutional Effectiveness & Research (AIER).<sup>84</sup> This administrative unit provides reports on the website that are accessible to all College employees and the public. All academic departments and administrative units at the College are required to adhere to assessment requirements which mean assessing their respective units. The Committee in College Assessment (CCA) is the group in the College that functions in reviewing and providing constructive feedback to each department and unit of assessment activities. In turn, departments and units are expected and mandated to submit, resubmit, and complete assessment reports based on CCA's reviews and recommendations. Assessment data are used in department and unit strategic planning inclusive of program and unit improvement in such that goals, objectives, and budgets must tie into assessment.

The College invests a great amount of time and energy to ensure that assessment is thoughtfully and systematically carried out. The ongoing and continuous assessment activities show the College commitment to the success of students. Assessment is student learning outcomes (SLO)-based and results are used to ensure qualities and to push for needed improvements to provide excellence in student learning. For example, based on AIAR report,<sup>85</sup> the Annual Curriculum Review Cycle Schedule which links curriculum to the two-year assessment cycle was developed as a result of the information and recommendations contained in the 14<sup>th</sup> AIAR. The Annual Curriculum Review Cycle Schedule ensures that there is systematic review of student learning outcomes for both course and program levels to serve the needs of current and future students.

The [18] 2014-15 Assessment Handbook<sup>86</sup> provides comprehensive discussion of the assessment process and procedures and is made available on the College's website. The Assessment Handbook describes assessment process in GCC as a collective effort towards "accountability" and institutional improvement. The assessment process is

<sup>83</sup> Annual Institutional Assessment Report (AIAR)

<sup>84</sup> Office of Assessment Institutional Effectiveness & Research (AIER).

<sup>85</sup> AIAR

<sup>86</sup> 2014-15 Assessment Handbook

strongly tied to planning and budgeting decisions to improve College's programs and services, which will ultimately support and materialize advancement of student learning. The College utilizes Data-Driven Dedicated Planning (3DP) Framework in planning, decision-making, and allocation of resources.<sup>[19]</sup> Campus-wide assessment is an institutional mandate passed by the Board of Trustees (BOT Policy). Employees have used the data for planning such as budget requests, evaluation, and program and unit improvement.

<sup>[20]</sup>

The College utilizes the structure of participatory governance in disseminating information to the campus community. GCC participatory governance includes the GCC Board of Trustees, GCC President, College Governing Council, administrators, faculty, staff, and students (GCC Participatory Governance Structure Handbook 2014-15).<sup>87</sup> The GCC Participatory Governance Handbook 2014-2015<sup>88</sup> which is available on the College's website explains the hierarchy of communications among departments of the college. There is a move towards collaborative governance in the College which involves all stakeholders in various activities including assessment and evaluation. The College is cognizant that it is through meaningful collaboration among employees and students that makes it possible for goals and initiatives of College mission to be carried out. To have a meaningful participatory governance that will lead to the fulfillment of the College's mission, it is stressed that "employees of the College must understand their role in participatory governance in order to achieve the spirit of cooperation, collaboration, and collegiality to promote the vision, mission, and values of the College. The collaborative and effective methods of planning, implementation, and evaluation through the participatory governance process will exemplify the College's commitment to student learning and achievement, continuous improvement, and institutional excellence".<sup>[21]</sup> The process of participatory governance is so significant that it is identified as one of the initiatives under Goal 2 - Conducive Learning Environment in the Institutional Strategic Master Plan 2014-2020.

The Institutional Strategic Master Plan (ISMP) 2014-2020<sup>89</sup> highlights the College's goals and initiatives and is available to the public through the College website. The College's Institutional Strategic Master Plan 2014-2020 covers four goals that will direct the College in achieving its mission in providing excellent career and technical workforce development for academic years 2014-2020. The goals are:

Goal 1- Retention and Completion

Goal 2- Conducive Learning Environment

Goal 3- Improvement and Accountability

Goal 4 –Visibility and Engagement

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<sup>87</sup> GCC Participatory Governance Structure Handbook 2014-2015

<sup>88</sup> GCC Participatory Governance Structure Handbook 2014-2015

<sup>89</sup> Institutional Strategic Master Plan (ISMP) 2014-2020

For all the above goals, there are initiatives discussed to help materialize and achieve the desired outcomes. Another area of emphasis is placed on the set of values that drive the College's success and strength. These values are diversity, accountability, service, integrity, learning-centered, and student-focused.

The Annual GCC Fact Book Volume 10<sup>90</sup> summarizes the ten-year trend data, including, but not limited to, enrollment and completion rates and capital improvements.<sup>[22]</sup> The Fact Book document indicated that there was about 36% increase in postsecondary enrollment from 2006 to 2016. In Fall 2016, there was 1,770 enrollment and 2,410 in Fall 2015. In Spring 2017, there was 1,740 enrollment and 2,412 in Spring 2016. This ten-year data shows growth in student enrollment which shows the trust and confidence of the island community in the higher and technical education the College provides. In addition, there was an increase number of completers for both Associate Arts and Associate of Science degrees. With Associate of Arts degree, there were 7 graduates in 2006 and 64 in 2015. With Associate of Science degree, 69 were conferred in 2006 and 153 in 2015. The number Certificate recipients showed a modest increase with 65 in 2006 and 66 in 2016. To accommodate an increasing number of students and support student learning and to keep up with advancing technology, the College has committed into hiring well-qualified faculty and completion of several capital improvement projects for expansion and improvement of College's facilities which included construction of new buildings, renovation of existing ones, and incorporation of sustainable technologies.

### **Analysis and Evaluation**

With the evidences provided such as, but not limited to, utilization of assessment and collected data, increase enrollment and completers, and capital improvements projects that facilitate learning and advancement in technology, it clearly shows that the College thoughtfully and effectively communicates the results of its assessment and evaluation activities as well as sets appropriate priorities.

### **Standard 1.B.9**

*The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

### **Evidence of Meeting the Standard**

To help evaluate policies and practices across all areas of the institution, the Office of Assessment, Institutional Effectiveness and Research (AIER), publishes a comprehensive Annual Institutional Assessment Report (AIAR). This report along with other reports is

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<sup>90</sup> Annual GCC Fact Book Volume 10

at the center of GCC's Data Driven Dedicated Planning (3DP) process. Page 13 of the GCC Assessment Handbook<sup>91</sup> shows a flowchart explaining the 3DP process. This 3DP process informs all areas of the institution when assessing the effectiveness of the cycle of evaluation, planning, governance processes, and resource allocation.

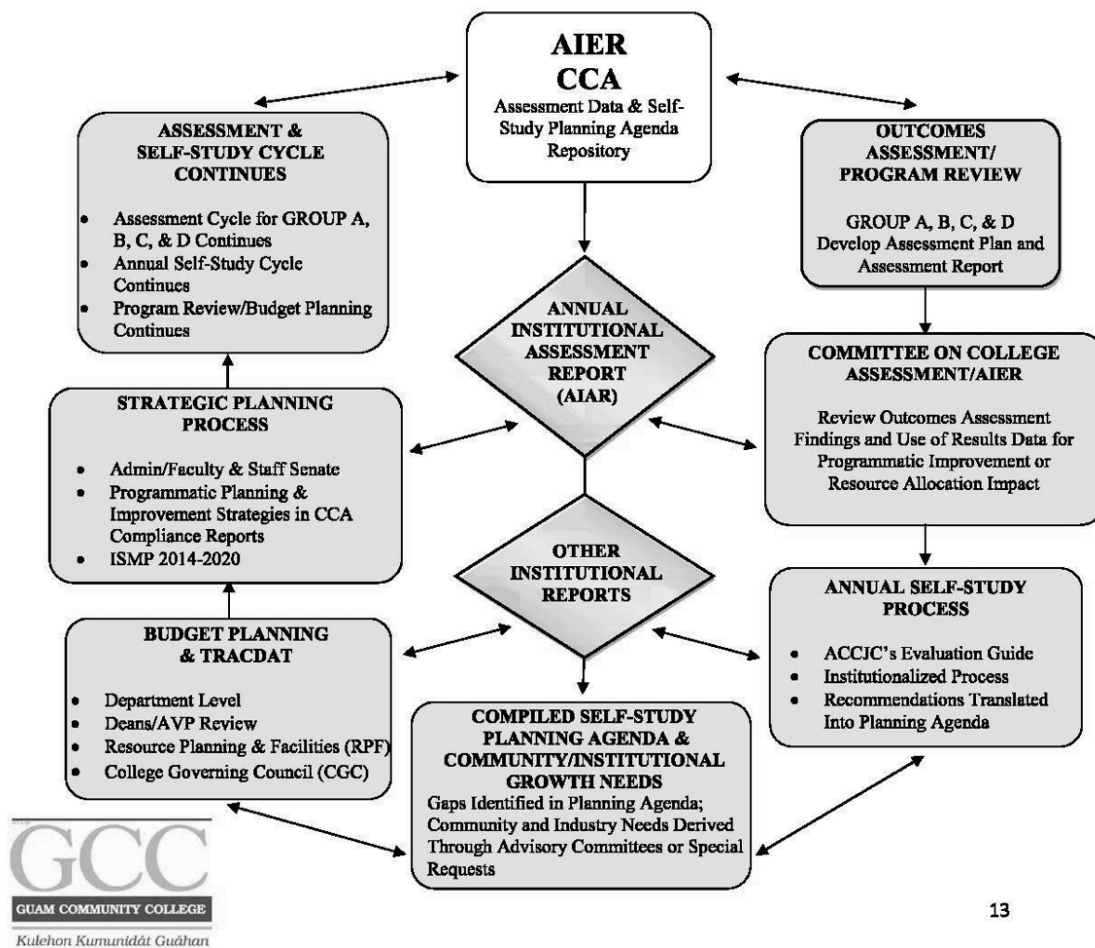
The most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs and acquisition of supplies/equipment.

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<sup>91</sup> the GCC Assessment Handbook

### GCC's Data Driven Dedicated Planning (3DP) Process

Course and program assessment are tied directly to the annual program review process, and the assessment practice of linking assessment results to improvements leads to budget allocation through the planning process. The College's Data-Driven Dedicated Planning (3DP) Framework models this data-driven approach to planning, decision-making, and resource allocation. The program review process guides improvements and plays a key role in resource allocation and decision-making processes. As culled from the TracDat database, the most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment.



GCC's comprehensive assessment initiative is constantly evolving and maturing. At the center of the Colleges assessment activities is the understanding that assessment is primarily conducted to achieve successful student learning outcomes for instructional programs and successful administrative and student services outcomes for non-

instructional programs. Although GCC has made many strides in its over-a-decade-old assessment initiative, continuous quality improvement is the College's goal.

The data-driven planning framework points to the Office of Assessment, Institutional Effectiveness and Research (AIER) as being directly responsible for assuring the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. The renaming of AIE to AIER (R for Research) in 2010 has further emphasized the importance of research to the College.

At the core of the College's assessment efforts is the program review process, which continues to guide improvements at the College. Student learning outcomes are assessed through approved program guides, course syllabi, curriculum manuals, annual institutional assessment reports and the College catalog. (*See Standard 1.B.2*)

The ISMP calls upon the Faculty Senate and the administration to establish student learning outcomes for all of the College's programs and course offerings. These SLOs are evaluated and periodically revised to reflect the changes in economic requirements as identified in the workforce needs assessment. These SLOs provide the foundation for evaluating changes in the various programs inclusive of the necessary resources required to assure the attainment of prescribed SLOs. The ISMP highlights the following key points in relation to linking program effectiveness, institutional effectiveness and resource allocation:

1. Utilize ACCJC's guide to evaluating institutions to incorporate program effectiveness, institutional effectiveness, and resource allocation to show linkage of SLO in each category.
2. Require the linkage of SLOs to program effectiveness, institutional effectiveness, and resource allocation in TracDat, under the leadership of the Committee of College Assessment and the Office of Assessment, Institutional Effectiveness and Research.
3. Devise and maintain the consistent and accurate application of a measurement rubric linking SLOs to program performance, to institutional effectiveness, to resource allocation and the attainment of GCC's vision.

The College engages in a systematic review of its planning and resource allocation processes in a number of different ways.

The program review process guides improvements at the College and plays a key role in resource allocation and decision-making processes. The most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment. The

program review process ensures that self-evaluation is carried out and that it relies on evidence gathered by the program or unit.

Resource allocation is also tied to the program review process. One example of budgeting following a planning process is the development of the list of Organizational Priorities and Academic Priorities used to guide all of the College's professional development activities. According to the memo from the President and Vice President of Academic Affairs on September 10, 2015 regarding Institutional Priorities for AY 2015-2020 Professional Development<sup>92</sup>, the listed priorities aim to “ensure that funds awarded for faculty professional development activities support the college and the Institutional Strategic Master Plan”

The 15th Annual Institutional Assessment Report (AIAR)<sup>93</sup>, in Appendix C also provides evidence on how programs use their assessment results for program improvement. Of the 21 associate degree programs offered by the College in AY 2014-2015, 9 programs (43%) have program guides with dates over 5 years old. It also reveals that out of the 16 certificate programs, 9 programs (56%) have program guides with dates over 5 years old. As for the GCC Career and Technical Education Secondary Programs, the summary table reveals that out of the 10 secondary CTE programs, 6 secondary programs (60%) have program guides with dates beyond the 5 year rule as detailed in the College's Curriculum Manual. With this information, programs can keep track of how many program guides need updating.

Furthermore, as an integral part of its charge, the Learning Outcomes Committee (LOC) of the Faculty Senate reviews all curriculum documents to ensure the inclusion of SLOs. Evaluation and planning are assessed in the institutional assessment process, which is reported in the Annual Institutional Assessment Report and incorporated in the Institutional Strategic Master Plan.

Implementing campus-wide course level SLO assessment through TracDat, developing and publishing an updated SLO and Curriculum Mapping Booklet for faculty use, as well as integrating program review in annual budget activities through assessment planning and reporting in TracDat, have all combined to play an integral role in the process of planning and assessment at the institutional level.

At the governance level, the Board of Trustees also produce an assessment report. As described in the 5th Board of Trustees' Assessment Report<sup>94</sup>, “The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that present areas of opportunity for improvement based on a set of criteria reflecting commonly-accepted standards of board effectiveness”.

<sup>92</sup> Institutional Priorities for AY 2015-2020 Professional Development

<sup>93</sup> 15th Annual Institutional Assessment Report (AIAR)

<sup>94</sup> 5th Board Of Trustees' Assessment Report

## **Analysis and Evaluation**

The College engages in continuous, broad-based, systematic evaluation and planning cycle that includes program, services, and course review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

## **Standard 1.C Institutional Integrity**

### **Standard 1.C.1**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

### **Evidence of Meeting the Standard**

The College has communicated information about institutional quality to the public through a community wide survey. There are several ways in which the College communicates information about institutional quality to its stakeholders and the public. One of the channels is the College's website, which provides access to the public as well as to students, faculty, staff, and administrators, general information about the college. The website provides access to documents and reports such as the Board of Trustees Assessment Report, the Foundation Board of Governors Assessment Report, and the College's Institutional Strategic Master Plan (ISMP). The College Catalog provides information to students and prospective students. The public has access to the Catalog via this website which contains the student learning outcomes, education programs, and student support services. The Schedule of Classes also provides additional information for students. The College publishes the mission statement and other information on its website. The College's accreditation status is clearly indicated on the College website.

Through GCC's partnership with the private sector, industry advisory committees or councils are in place to provide information to programs about industry needs. Through the results from needs assessments and assistance from advisory committees or councils, GCC is able to incorporate workforce and employer expectations into the curriculum. This continuous and ongoing process communicates institutional quality to employers in the community and is directly linked to GCC's mission statement which reads: "Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia.

The College provides clear and accurate information in the catalog, schedule of classes, and on the website. This information is reviewed and updated as necessary.



## Standard 1.C.2

*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20) The catalog is in electronic format. The reason for this is that it is upgraded periodically.*

### Evidence of Meeting the Standard

GCC publishes its college catalog that provides descriptions of the college’s mission; programs of study; admission requirements and procedures; grading policies; degrees and certificates; student support services; educational resources; financial aid services; and learning outcomes at the institutional, program, and course levels, is published each academic year. In addition to its availability as a hard copy, the catalog is also posted online, and all errata and additional information is widely publicized through the online posting system. Moreover, a Schedule of Classes is published each semester (fall and spring) to ensure that students and other constituents can find precise, accurate and timely information concerning classes, requirements, instructors, and policies that affect students.

### Analysis and Evaluation

The College continues to review its published and posted documents for content accuracy. Recognizing that the catalog and schedules of classes are among the most important documents the College produces, faculty, staff and administration are aware of the need to provide current and prospective students, as well as the community, with the most current, accurate and relevant information possible. Given the timeline for preparing and publishing or posting such documents, content changes are inevitable. The College has effective mechanisms in place for ensuring that those changes are included in subsequent publication or posting of those documents. A disclaimer in the catalog and in the schedule of classes informs the public that the online version will be the most accurate version because updates to it can be done more expeditiously.

## Standard 1.C.3

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

### Evidence of Meeting the Standard

GCC collects assessment data in a two-year cycle, and the process is built around “student learning outcomes at the course, program, student support services, administrative offices, and institutional levels.” GCC Assessment Handbook<sup>95</sup>

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<sup>95</sup> GCC Assessment Handbook

TracDat provides the mechanism for assessment plans and reports to link outcomes and goals at all levels of the institution including the accreditation standards established by the ACCJC.

This cycle is followed by all departments of the college and is published in the yearly Annual Institutional Assessment Report. The AIAR report is available to the public online in the section of the college's web page, which lists all public reports.

The first type of data that the college collects pertains to course level Student Learning Outcomes. One of the core values of the college stresses student-centered learning and success, therefore collecting SLO data takes first priority.

Another type of data the college collects describes the performance of the Faculty. Every Fall, the IDEA Survey is administered. Students use the survey to rate how well learning objectives were met and give input regarding their Instructors' effectiveness and overall performance.

The beginning of a semester is a very important time for every student. This is why, during student orientation, a survey is also given to the students in which they rate their knowledge of the various services and programs that they have access to ensure their success.<sup>96</sup>

### **Analysis and Evaluation**

In both printed and digital format, the college does an excellent job [23]of making public the "Taxonomy" of assignments which each department follows within their own two-year cycle. Upon physical inspection of the campus, you will see the two-year cycle printed on posters in glass cases in every part of campus. These posters also appear in various workrooms and faculty lounges. In digital format, the assessment cycle of assignments shows in numerous public reports such as the yearly Assessment Handbook, the SLO Handbook, and the yearly Assessment Report[24].

The process in which data is collected for SLOs is as follows. Within the 2-year cycle, each Faculty member is assigned to identify one SLO to assess. Then they must collect data regarding that particular SLO using the assessment tool that the department has developed. Many times, the tool is a Pre-Test at the beginning of the semester and a Post-Test at the end of the semester. After collecting data, the faculty must compile the data and report their findings. All of these parts of the cycle have deadlines and must be input into TracDat, which is a computer programs, the college uses to hold all assessment artifacts and documents. All faculty, staff, and administrators have access to TracDat.<sup>97</sup>

Surveys are a large part of the data collection process for assessment. The biggest survey is done every fall and is called the IDEA survey. During this survey, the faculty chooses important objectives that should be met during the semester. The faculty makes the

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students aware of this choice and the students rate the effectiveness of how the objectives were met. The students also answer important questions regarding the teacher's performance and style. The results of these IDEA surveys play a big role in the end-of-the-year evaluations of each faculty member. This IDEA survey gives faculty great insight into which improvement they can make for subsequent semesters. The results are printed and e-mailed to each faculty member in the following Spring semester in an attachment in .pdf format.

Other big surveys are the surveys taken at Student Orientation. Students are made aware of the numerous programs and support services available to them on campus to ensure their success, so at the end of each presentation, they are asked to rate and acknowledge their awareness of these services. Within each department, there are also many ongoing surveys created by the department chairpersons. Within the math department, for example, a survey is administered to students which asks them to list which courses they would need or like be offered the following semester. Also, it asks which times are most needed (e.g. morning classes or evening classes). With all this input from the students, the college is equipped with the data needed to best meet their needs. [E-5]<sup>98</sup>[25]

## Standard 1.C.4

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

### Evidence of Meeting the Standard

The College Catalog [26] provides clear description of general requirements for degree and certificate programs. Each program has detailed information on program description, program student learning outcomes, general education requirements, technical requirements, and related general education and technical requirements. In addition, all Guam Community College degrees, certificates and courses are listed in the catalog and on the website. Through the work of the Learning Outcomes Committee (LOC), a faculty-led curriculum approval process is in place to monitor the quality of course and program guides as they are newly introduced or revamped to meet current community and industry standards. At the college, each credit hour represents one hour per week in class and two hours outside of class devoted to preparation. Credit is granted in recognition of successful work in attaining student learning outcomes (SLOs) in specific courses. All course- and program-level SLOs are published in the catalog. For academic year 2011-2012 [27], all Certificate and AS/AA programs (n=37) listed in the catalog have articulated program-level SLOs. Likewise, all courses (n=359) published in the catalog have course level SLOs. These statements of outcomes at the course and program levels map to the Institutional Learning Outcomes (ILOs) which were recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees on December 2, 2009. These outcomes --at the course, program, and

institutional levels-- serve as the primary basis for implementing the regularized assessment process at the college, which has been in place since 2001.

Program learning outcomes are clearly defined in the GCC catalog on the website, and in program curriculum documents and course syllabi. Students must successfully achieve the expected student learning outcomes as defined. Different evaluation tools are set by the program faculty members and defined in the course syllabi, and are used to assess achievement of the student learning outcomes. The program curriculum documents for degrees and certificates also outline the expected learning outcomes and the requirements for student achievement. Different signatories must review these documents. In many programs, there is a capstone course, such as practicum or internship, which measures the student learning outcomes. For some programs, these program-level outcomes are measured in different courses. Others have industry or national standard testing that are accepted as student achievement at the collegiate level. In most courses, however, rubrics are often used to provide a standard measure of student achievement.

### **Analysis and Evaluation**

## **Standard 1.C.5**

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

### **Evidence of Meeting the Standard**

The institution does regularly review institutional policies, procedures, and publications to assure integrity in all representations of its mission programs and services.

On September 4, 2014, the BOT amended and adopted Policy 110, which states that the board will “develop broad institutional policies to encourage and maintain good educational practices throughout the institution.” Policy 110 requires that the BOT routinely review policies and regulations are current with national standards, “necessary and appropriate.”<sup>99</sup>

There are many examples that demonstrate how policies, procedures and publications are regularly reviewed at GCC at each level. Policy 190, the travel policy, is an example of how the BOT regularly reviews institutional policies and procedures. The BOT made amendments and adopted the policy on July 24, 2014. Policy 190 was then reviewed and approved with no changes on July 15, 2016. Policy 171, Violence Prevention in the

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<sup>99</sup> BOT Policy 110

Workplace, was recently reviewed and adopted on February 3, 2017. Last review of Policy 2008 was done on September 5, 2008.

At the faculty level, all committees annually review related committee policies and procedures for effectiveness. For example at the end of the year, LOC will review and revise the curriculum manual and course and program forms. PDRC will also review and revise the PDRC application forms. Departments have also been charged to review and update course and program guides every 5 years, to ensure its relevancy and need in the workforce and to ensure instruction and associated materials are current best practices (AIAR, 2015).

At the administrative level, each unit is responsible for certain publications. For example, the Office of Communications and Public Relations filters all institutional announcements posted on MyGCC and publishes the GCC newsletter, the Chachalani.

The AIAR, is an institutional annual report that provides a summary of the course, program and institutional improvements resulting from the assessment activities during the two-year assessment cycles.

### **Analysis and Evaluation**

Overall the institution regularly and systematically reviews policies, procedures, and publications assuring integrity in its mission, programs and services. Integrity of the review process and any disseminated information is maintained by the AIER office.

### **Standard 1.C.6**

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

#### **Evidence of Meeting the Standard**

The total cost of education, including tuition and fees are published in the College Catalog<sup>100</sup>, and can be viewed in the GCC website under the “Admissions” tab. Other required expenses, including textbooks, and other instructional materials are on the Bookstore<sup>101</sup> webpage and are found in “Admissions” tab in the “Academic Resources” pull down menu.

Furthermore, academic counselors, department chairs, and faculty advisors provide details on the costs of education during academic advisement.

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<sup>100</sup> College Catalog

<sup>101</sup> Bookstore

Students are also informed about tuition and fees as well as financial aid during the New Student Orientation<sup>102</sup>, held in the GCC Multi-Purpose Auditorium, before the start of every semester. This orientation is required for all new GCC students and all full-time students who have not attended it before.

### **Analysis and Evaluation**

The College provides the necessary information on cost of education and financial aid services to ensure that all federal guidelines are met. Tuition information for resident, non-resident, and international students is provided. The fees charged per semester are registration fee, student identification card, library fee, technology fee, and student health fee.

The Catalog also covers estimate cost of attendance for Academic Year 2016-17 which is broken down to tuition and fees, room and board, transportation, personal expenses, and books and supplies. For international students, they are advised to contact Admission information and Registration Office for more information on the cost of attendance. Other information included, but not limited to the following, are laboratory fees, audit fees, late fee, placement test fee, and payment information (Guam Community College 2017-18 Catalog).<sup>103</sup> In regards to books, costs and other relevant information are available online on the College website.

### **Standard 1.C.7**

*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

### **Evidence of Meeting the Standard**

Board Policy 460 upholds the practice of academic freedom and responsibility of faculty members. Expectations of student academic honesty are published in the Catalog and in the Student Handbook. The Student Handbook was recently updated, printed and distributed in fall 2011 semester. [28]The College has also adopted a Code of Ethics, Board Policy 470, for all College personnel.

### **Analysis and Evaluation**

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<sup>102</sup> New Student Orientation

<sup>103</sup> (Guam Community College 2017-18 Catalog)

The policy that demonstrates institutional commitment to the free pursuit and dissemination of knowledge is Board Policy 460 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession. Board Policy 460[29] on Academic Freedom can be found on the College website and is published in the Catalog. This policy was also discussed during the last round of negotiations and is published as Article IV in the Board-Union contract. In addition to the Board policy on academic freedom, Board Policy 470 Code of Ethics clearly describes the ideals of scholarship, lifelong learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect and professional integrity. The Code of Ethics was developed [30] through the College's governance process.

### **Standard 1.C.8**

*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituents and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

#### **Evidence of Meeting the Standard**

The GCC Student Handbook 2016-2017 clearly defines for both students and Faculty what constitutes as academic dishonesty. It also describes the procedure for investigating alleged instances of such dishonestly, and explains the consequences for engaging in such acts.<sup>104</sup>

All policies contained within the GCC Student Handbook are approved by the Board of Trustees. BOT Policy 500 shows the College's commitment to providing a safe, healthy, and meaningful educational environment. It also mandates that the policies within the student handbook be reviewed and updated every year.<sup>105</sup> The GCC Student Handbook is available to the public via GCC website under the Student Services tab.<sup>106</sup>[31]

#### **Analysis and Evaluation**

<sup>104</sup> GCC Student Handbook 2016-2017

<sup>105</sup> BOT Policy 500 - Student Handbook Policies

<sup>106</sup> <http://www.guamcc.edu/Pages/Default.aspx>

## Standard 1.C.9

*Faculty distinguish between personal conviction and professionally accepted views in discipline. They present data and information fairly and objectively.*

### Evidence of Meeting the Standard

GCC communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline through many formats such as Board of Trustees Policy, Code of Ethics Policy, Professional Development Activity, and Campus Wide Assembly messages from the President.

The policy that demonstrates institutional commitment to the free pursuit and dissemination of knowledge is Board Policy 460 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession.

A great emphasis is placed on the employees professional and ethical conduct as shown on the passage from BOT Policy 470 (Guam Community College Code of Ethics): WHEREAS, all employees of the Guam Community College are to be guided by the general principles; commit to a high standard of ethical behavior; have the responsibility to conduct themselves with integrity; act in a fair, consistent, and an equitable manner; recognize the need for accountability in what they say or do; engage people without prejudice; take personal responsibility for one's actions and decisions; and be committed to excellence in all that they do<sup>107</sup>

The College's Board of Trustees establishes the institution's standard in the governance process to "*Promote and encourage open, mutually supportive and accountable participation of students, faculty and staff*" in BOT Policy 115.<sup>108</sup> Furthermore, the Participatory Governance Structure Handbook provides the framework for the governance process among stakeholders of the Guam Community College.

During convocation, the President of GCC usually informs all stakeholders about current academic trends and expectations. The President also discusses what the college and its constituents needs to do to be as competitive as other community colleges in the mainland. [32]

The evaluator uses the checklist to determine that faculty upholds current professional instructional delivery standards. If an evaluator finds inappropriate bias or unfairness in delivery, the evaluator will discuss these issues during the scheduled evaluation meeting. [33]

### Assessment Cycle

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<sup>107</sup> BOT Policy 470

<sup>108</sup> BOT Policy 115



The college uses the assessment cycle as a means to continually update curriculum, which meets industry standards, professional standards, student learning outcomes, and course goals in an unbiased manner.

### ***Advisory Committee Meeting Minutes***

Advisory committee provides current practices and recommendations, so that the program meets industry standards.

The policy that demonstrates institutional commitment to the free pursuit and dissemination of knowledge is Board Policy 460 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession.

### **Analysis and Evaluation**

Faculty members have rights and responsibilities regarding academic freedom. Board Policy 460, however, is limited in its scope. When faculty members do not distinguish between personal conviction and professionally accepted views, or they do not present data and information fairly and objectively, a violation of faculty ethics may be reported. In January 2011, the Faculty Senate approved the procedures, investigations, and actions regarding faculty ethics violation.

## **Standard 1.C.10**

*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and / or appropriate faculty and student handbooks.*

### **Evidence of Meeting the Standard**

GCC does not seek to instill specific beliefs or worldviews, as mentioned in the college philosophy written within the Student Handbook. On p. 7 of the GCC Student Handbook 2016-2017<sup>109</sup>, it says: “Philosophy of the College - Our philosophy is to provide each individual seeking education at the College the opportunity to develop to their greatest potential by offering the following: 1. Responsiveness to the educational and cultural needs of the community; 2. Open door admissions and equal educational opportunity for all students regardless of sex, race, religion, past academic record, age, sexual orientation, national origin, disability, or financial resources; 3. Affirmative action for nontraditional students; 4. Quality teaching; 5. Adult Basic Education; 6. Career and Technical Education; and 7. Continuing Education and Lifelong Learning.”

The College also does not require conformity to specific codes of conduct with respect to any beliefs or worldviews. The Guam Community College is a public, open-access

<sup>109</sup> GCC Student Handbook 2016-2017

community college, which does not require conformity to specific codes of conduct of staff, faculty, administrators, or students. GCC encourages all members to be responsible and accountable. These expectations are reinforced via the Student Handbook and annual evaluation of the employees of the college.

### **Analysis and Evaluation**

Guam Community College does not seek to instill or require conformity of faculty, staff, students, or administrators to any specific beliefs or world views.

### **Standard 1.C.11**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

### **Evidence of Meeting the Standard**

Guam Community College (GCC) currently has no instructional sites outside the island of Guam or outside of the United States. The College has not requested authorization from the Commission to operate in any foreign location.

The College is authorized under federal law to enroll nonimmigrant alien students. Nonimmigrant alien students (hereinafter referred to as foreign students) are not citizens of the United States or aliens permanently residing in the United States. Foreign students must meet the same admission requirements as all other students. In addition, foreign students must also meet the following special admission requirements:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community.

### **Analysis and Evaluation**

Guam Community College does not operate in any foreign locations.

### **Standard 1.C.12**

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

## Evidence of Meeting the Standard

Guam Community is in compliance and meets all the eligibility requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC). Public Law 14-77 or the Community College Act of 1977 is the institution's enabling law. Since its initial enactment by the Guam Legislature, it has served as the institutional mandate that has guided GCC in carrying its mission to provide high quality education and training in career and technical workforce development on island. The College has a mission statement that is adopted by the Board of Trustees through BOT policy 100. Its governing board is composed of six members [34] that are appointed by the Governor to represent various sectors of the community as outlined in Public Law 14-77.<sup>110</sup>

The college's educational programs are delivered on and off-campus, in satellite programs at Guam's public high schools and on site at businesses as needed. These programs prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher learning. All Guam Community College degrees, certificates and courses are listed in the catalog and on the website. The college documents and monitors student learning achievement each year by compiling statistics that show trends on program and course completions, persistence and retention rates, program and course SLO completions, graduation rates, and other similar measures. These trend data are published annually in the GCC Fact Book and the information are used for strategic planning and decision-making purposes [35].

Through its budget process, the Guam Community College allocates adequate resources to support its educational programs and services. The college's operating budget is intended to meet the expectations identified in the institutional mission statement that enables students to achieve quality education and job training at the college. Budget planning is designed to support the goals and objectives in the Institutional Strategic Master Plan (ISMP). Budget planning is also tied to assessment findings through the college's program review process in TracDat, GCC's assessment data management software. For the last ten (10) years, independent auditor Deloitte & Touche, LLP has rendered an unqualified or clean opinion on GCC's financial statements. (please confirm and ID resource to quote via footnote) This is the reason why the college is regarded as the most fiscally responsible entity in the entire Government of Guam [36].

## Analysis and Evaluation

Guam Community College believes that high quality general education opportunities for all its students are necessary for democratic principles and practices to exist and for a sound economy to flourish. The college continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire service, opportunity and responsibility in all its constituencies.

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<sup>110</sup> Public Law 14-77

The college documents and monitors student learning achievement each year by compiling statistics that show trends on program and course completions, persistence and retention rates, program and course SLO completions, graduation rates, and other similar measures. The wide range of student services provided to each and every Guam Community College student is described in detail in the college catalog. These services are consistently aligned with the college mission. Likewise, these services support student learning and achievement for all students at the college.

Board Policy 460 on Academic Freedom is published every academic year in the college catalog to constantly remind faculty and students that the college supports an atmosphere of independence to examine and challenge ideas that brings about intellectual freedom ultimately leading to discovery and knowledge. It is also published on the college's website under Board policies. The educational credentials of faculty are always published at the back of the college catalog, as it has been in previous years[37].

The college's accreditation status is recognized in all major college publications and on the college website. It adheres to all eligibility requirements and accreditation standards as described in this self-evaluation report. Not only has the college communicated fully and openly with the Commission in the past, it has also complied with all Commission requests for submission of annual, midterm and progress reports in a reasonable and timely manner.

### **Standard 1.C.13**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and public.*

#### **Evidence of Meeting the Standard**

The College adheres to local and federal policies, regulations and laws as applicable. Any changes to programs and other services at the College are reported to WASC as required.

#### **Analysis and Evaluation**

[38]The College has received clean audits for the past 15 years. These audits ensure that policies and laws regarding finances are followed.

The Office of the Vice President of Academic Affairs Division is responsible for the submission of documents to WASC for program changes

## Standard 1.C.14

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting interests.*

### Evidence of Meeting the Standard

The College's institutional priorities, as stated in the ISMP, ensure that GCC is committed to high quality education, student achievement and student learning. The ISMP is used in all planning and development at GCC to ensure that the College meets the accreditation standards and its mission. GCC's financial statements demonstrate that GCC does not generate financial returns for investors, or contribute to a related or parent organization, or have supporting external interests.

### Analysis and Evaluation

GCC is committed to providing high quality education to ensure student achievement and student learning as dictated by the ISMP. The College ensures high quality education by through annual assessment of the ISMP, learning outcomes at the program and course level. The College is a public, nonprofit, Government of Guam autonomous agency, and does not generate financial returns for investors, or contribute to a related or parent organization, or have supporting external interests. GCC is a postsecondary institution with no emphasis on research or private scholarship. [39]

## **Standard II: Student Learning Programs and Support Services**

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### **Standard II.A.1**

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.*

#### **Evidence of Meeting the Standard**

All programs and courses are consistent with the College's mission. The curriculum review process ensures that it programs and courses support the College mission. The College has entered into *articulation agreements* with other postsecondary institutions, pages. 192-199. The College does not offer correspondence education. <sup>111</sup>

The curriculum review process ensures that its programs and courses support the College mission. All curriculum is reviewed and updated regularly. The College has secondary Career and Technical Education (CTE) programs that have a curriculum review process, similar to the postsecondary review process. Pre-collegiate development courses provide support for students to gain the knowledge and skills to enter collegiate programs. Post-secondary programs must submit a "Program Approval Form" as outlined in the 2014 Curriculum Manual, page 58. The development of course-level and program-level SLOs are part of the College's curriculum approval process. Each program must have program-level student learning outcomes identified in the curriculum document. Input from advisory committees is a required part of the curriculum approval process the 2014 Curriculum Manual, page 18. Program and course-level SLOs are measurable and assessed through the College's assessment process. <sup>112</sup>

Signatories to the program approval form include, but are not limited to the author, who is typically a faculty member, the Registrar, Dean, Academic Vice President and the President. The signatories review and ensure that the content is appropriate to higher

<sup>111</sup> [articulation agreements](#)

<sup>112</sup> the 2014 Curriculum Manual p. 58

education and that the connection to the College's mission statement is clear. The College uses ACALOG to manage workflow and the curriculum approval process.

Course approval goes through a similar process as indicated in the 2014 Curriculum Manual<sup>113</sup>, pages 30-32, 53. As with programs, there are substantive and non-substantive course documents. For course adoption, the course goes from the author to Department Chair, Registrar, and Dean. If not approved, the curriculum document goes back to the department. If approved by the Dean, the curriculum document goes to the Learning Outcomes Committee (LOC). The LOC is charged with overseeing curriculum that supports the college mission and "is academically sound, comprehensive and responsible . . . to the needs of the community"<sup>114</sup>, page 28. After the LOC, the document goes to the department for revision. If approved, it goes to the Vice President for Academic Affairs (VPAA). If approved by the VPAA, it is forward to the President; if not approved, it is forwarded to the respective Dean who works with the department to make the appropriate revisions. The President reviews the course from the perspective of the College's mission. Approved courses go to the Registrar, department, Learning Resource Center (LRC), Associate Deans and Dean. All course guides must be reviewed at least every five years for currency. Courses are offered through the Continuing Education and Workforce Development Office as well as secondary curriculum also goes through an approval process.

Community and industry feedback is important when implementing programs and courses at the College. **Board Policy 335**<sup>115</sup> established Workforce Development Advisory Committees for Career and Technical Education for every Career and Technical Education program at the College. Department Chairs provide a list of recommended members to the College President for consideration. 1, the Board appoints the members. The Workforce Advisory Committees keep GCC's programs and courses relevant to industry needs for career and technical education on Guam, which directly relates to the College's mission.

In response to community and industry input, the College made substantive changes to the Associate of Science in Human Services program<sup>116</sup> in fall 2014 with 38 declared students. The first cohort is expected to graduate in May 2017. The program is linked to the College's mission of providing the highest quality, student-centered education and job training for Micronesia.

In fall 2015, the College adopted the **Marine & Terrestrial Conservation Enforcement**<sup>117</sup> concentration as part of its Certificate in Criminal Justice program. GCC collaborated

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<sup>113</sup> 2014 Curriculum Manual

<sup>114</sup> "is academically sound, comprehensive and responsible . . . to the needs of the community

<sup>115</sup> Board Policy 335

<sup>116</sup> Associate of Science in Human Services program

<sup>117</sup> Marine & Terrestrial Conservation Enforcement

with the Department of Agriculture's Fish & Wildlife Division, the Guam Police Department, and the Judiciary of Guam's Special Enforcement Tactics Division, to create this program. The 24 cadets who were enrolled in the 13th Criminal Justice Academy were the **first to undergo classroom instruction**<sup>118</sup> on boating safety. The Advisory Committee requested marine terrestrial law enforcement training's purpose was to increase law enforcement conservation efforts on the island. This is an example of how workforce advisory committees ensure that curriculum is current and relevant.

All college programs and courses are assessed on a two-year cycle. The two-year assessment cycle continuously guides the assessment of student learning outcomes. At the degree level, the College assesses institutional learning outcomes. At the program and course levels, the College assesses student learning outcomes. Course-level student learning outcomes for each course are found in the catalog and in the course syllabi. All course syllabi are reviewed by the department chairs, and must comply with the syllabi checklist. After the department chair reviews the syllabi, it is reviewed by the Deans and Associate Deans to ensure that all the components in the **syllabi checklist**<sup>119</sup> are included. The checklist includes textbook information, description of the course, student learning outcomes, the basis for grades, and the availability of accommodative services, FERPA and other information. If any issue with a syllabus is discovered, the syllabus is returned to the department chair for discussion with faculty. Students receive course syllabi from their instructor on the first day of class.

The **GCC Fact Book Volume 10**<sup>120</sup>, pg. 16-18, provides data on the achievement of degrees, including completion of associate degrees, certificates and the awarding of certificates and journey worker certificates. The college currently offers the following programs of study: Associate of Arts (3 programs), Associate of Science (20), Certificates (16), and Apprenticeships (78). A list of these programs of study can be found in the **2016-2017 GCC Catalog**<sup>121</sup>, pages 41-88.

### **Analysis and Evaluation**

The College's programs support its mission. The programs and courses are based on student attainment of learning outcomes. The degrees and certificates lead to degrees, certificates, employment and transfer to other higher education programs. The College provides information about this in its catalog, fact books, assessment, and syllabi.

### **Standard II.A.2**

*Faculty, including full time, part time, and adjunct, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible to continuously improve instructional*

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<sup>118</sup> first to undergo classroom instruction

<sup>119</sup> syllabi checklist

<sup>120</sup> GCC Fact Book Volume 10

<sup>121</sup> 2016-2017 GCC Catalog



*courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

### **Evidence of Meeting the Standard**

The College ensures the quality of programs and courses through the curriculum approval process and the institutional assessment process. Programs, courses and certificates are developed and updated with input from the Workforce Advisory Committees<sup>122</sup>. The Learning Outcomes Committee (LOC) members review curriculum. After that the deans, academic vice president and President review curriculum. The course and programs are assessed on whether the students attained the stated student learning outcomes in the College's two-year assessment cycle.

ACALOG is an electronic catalog management system used at GCC to create, organize, and publish interactive course information in real time. It also reduces the amount of time needed to find edits, because it provides the College with a comprehensive audit trail of all decisions. It is a tool to improve curriculum development and approval. These collaborative actions involve curriculum development, review, and program and course assessment. For example, the department chairs and faculty play an important role in the review and approval process. The final stage of this process is approval by the AVP with input from the Deans.

The Learning Outcomes Committee<sup>123</sup>, page 28, reviews curriculum and ensures that each program or course guide is in alignment to the mission of the institution. Its responsibility is to ensure that the curriculum supports the College's mission and meets the pedagogical requirements for the course or program being reviewed. The 2014 Curriculum Manual<sup>124</sup> sets out the process for course and program review. There is a different approval process for non-substantive changes versus substantive change, as described in the 2014 Curriculum Manual<sup>125</sup>, pages 18, 20. The course guides are approved by respective Deans and the Academic Vice President.

Continuing Education (CE) offers traditional courses. CE programs and courses go through the same review process as other curriculum<sup>126</sup>. CE courses are student and community centered. CE has policies that determine satisfactory progress. Continuing Education<sup>127</sup> courses are assessed as part of the College's 2-year assessment cycle.

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<sup>122</sup> [Workforce Advisory Committees](#)

<sup>123</sup> [Learning Outcomes Committee](#)

<sup>124</sup> [Curriculum Manual](#)

<sup>125</sup> Curriculum Manual

<sup>126</sup> [review process as other curriculum](#)

<sup>127</sup> [Continuing Education](#)

The development and improvement of career and technical programs at GCC rely on Workforce Advisory Committees<sup>128</sup>. The committee is comprised of employers who know the knowledge, skills and abilities that members of the workforce in Guam need in a particular career or technical education area. All career and technical education programs rely on advisory committees. These Advisory Committee members are comprised of community members who are entrepreneurs, business leaders, and experts in their respective industries. Advisory Committees comprise a vital part of the curriculum development process. Minutes from the Advisory Committee meetings are attached to curriculum development documents. The college exemplifies community and student interest in its programs which are envisaged in the mission of the institution. The career and technical fields of study is student centered in its goal to ensure that all course and program offerings are aligned with the stated mission of the college. The curriculum review and approval processes involve collaborative dialogue between faculty and administrators.

In alignment with the mission of the institution and student-centered teaching, faculties adapt new teaching techniques. The College is providing training to all employees in a Transformational Change Process<sup>129</sup>, “committed to facilitating GCC’s Vision of 100% Student-Centered Success.”

The Adjunct Associate Dean provided workshops for adjunct faculty to assist with improving instructional delivery and teaching and learning strategies<sup>130</sup> to promote student success. This training included Student Learning Outcomes and their relationship to teaching.

Institutional and departmental career and technical education program reviews based on data acquired through the assessment process. TracDat<sup>131</sup>, page 2, is “data management software which records assessment activities and outcomes.” The College uses this tool to measure programmatic and course offerings success from one assessment cycle to the next. Data from assessment is entered into TracDat. Reports are run from TracDat that show the department the status of their assessment. The competency levels and measurable student learning outcomes are assessed at the end of each course.

The 2014 Curriculum Manual<sup>132</sup>, describes the SLO mapping process and how student learning and performance are to be realized in a particular program or course. The

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<sup>128</sup> [Workforce Advisory Committees](#)

<sup>129</sup> [Transformational Change Process](#)

<sup>130</sup> [teaching and learning strategies](#)

<sup>131</sup> [TracDat](#)

<sup>132</sup> [Curriculum Manual](#)

Workforce Advisory Committee<sup>133</sup> Handbook, page 8-9, ensures that each respective program reflects the needs of Guam's industry and employers so that the College educates students with current skills. The institution ensures that its mission, through its programs, is relevant to students' academic goals and the needs of the island community.

The Governor of Guam, the Guam Army National Guard, and Guam Community College, and professional in the community united to assist Army National Guard members returning from a one year deployment in Afghanistan with career and technical education for their return to civilian life. The result was the Keep Your Guard Up (KYGU) program<sup>134</sup>, started in 2014. KYGU is a program set up to assist National Guard soldiers to obtain the needed workplace skills after deployment. Some soldiers are placed into civilian jobs or compete for jobs in the community. The KYGU program is an example of the college's response to community needs and its ability to work with stakeholders in the community. There are two KYGU employees currently at GCC, Tasi Mafnas and Stephanie Fernandez.

The College utilizes several instructional delivery formats that include traditional lecture, lecture and lab, practicum, internship, online, and hybrid courses (combination of online and traditional classes). The schedule of classes lists all distance education courses together. Each course guide specifies the delivery method that is employed. These course guides are reviewed by their respective advisory committee members and department faculty, department chairpersons, faculty members on the Learning Outcomes Committee, the Registrar, Dean, and Academic Vice President. In consultation with program faculty, advisory committee members review new and existing program and course documents to ensure that delivery formats are appropriate to the needs of the community and the students. Furthermore, faculty ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty are required to follow the course guide for each course. Administrators observe all full-time faculty at least once each semester. Department Chairpersons and the Adjunct Associate Dean observe adjunct faculty at least once during the semester for those teaching classes under their department.

The College uses the IDEA Student Ratings of Instruction<sup>135</sup> to assess teaching effectiveness. It is administered every fall semester in all courses. The results are provided to faculty during the following semester. The IDEA results guide improvement efforts for faculty. These results are part of the faculty yearly performance evaluation.

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<sup>133</sup> [Workforce Advisory Committee](#)

<sup>134</sup> [Keep Your Guard Up \(KYGU\) program](#)

<sup>135</sup> [IDEA Student Ratings of Instruction](#)

The IDEA ratings from the 2014 group survey<sup>136</sup>, page 23, results showed that “GCC classes continue to perform well in terms on progress on relevant objectives. . . . In general GCC students continue to have a positive perception of teaching effectiveness at GCC.”

As part of the college’s continuous improvement effort to strengthen and enhance the content and method of instruction of programs, the Board Union Agreement<sup>137</sup>, Appendix A 2 a, page 1, provides for observation of teaching faculty. During a new fulltime faculty’s first year, the primary emphasis for evaluation is on teaching. The Department chairpersons are evaluated based on their observations of adjunct faculty. Faculty participate in the assessment of courses or programs.

To further strengthen the content and methods of instruction, faculty participate in the assessment of courses. The College regularly assesses learning outcomes for courses, programs, certificates, and degrees using a two-year assessment cycle<sup>138</sup>, page 7. Inherent in this process is the attainment of learning outcomes. Data is collected and uploaded into TracDat, a data management tool, and the results are used for planning purposes. The type of data includes achievement of student-learning outcomes, program enrollment, program completions, and curriculum revision activities. This includes assessing student learning outcomes, maintaining data and uploading it to the TracDat tool, and making improvements based on the assessment.

The Committee on College Assessment (CCA) and the assessment process ensure the continual improvement of instructional programs, courses, and services. The Board Union Agreement<sup>139</sup>, page 29, charges the CCA with the responsibility to “guide and assist campus constituents to fulfill their assessment requirements through the careful reviews and feedback of assessment plans, reports and program review.” The CCA sets deadlines for assessment and shows each group where it is in the two-year assessment process. They review assessment plans, evidence, and goals for improved student learning outcomes, in addition to other assessment duties. The CCA works with faculty, the Vice President for Academic Affairs and other constituents in drafting assessment findings for accreditation.

### **Analysis and Evaluation**

Faculty develop curriculum with input from the Workforce Advisory Council and in accord with the College’s mission. Curriculum is continuously revised and updated, with

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<sup>136</sup> [2014 group survey](#)

<sup>137</sup> [Board Union Agreement](#)

<sup>138</sup> [two-year assessment cycle](#)

<sup>139</sup> [Board Union Agreement](#)

a goal that curriculum not be more than 5 years old. The Learning Outcomes Committee involves faculty throughout the College in curriculum development. Faculty are part of the continuous assessment process. Assessment is overseen by the Committee on College Assessment.

### **Standard II.A.3**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institutions officially approved course outline.*

#### **Evidence of Meeting the Standard**

The College ensures the quality of student learning outcomes through course and program assessment. Student learning outcomes are included in the College's curriculum and assessment process. The goal of assessment is to show whether students have met the student learning outcomes for each course and program.

As part of the College's two-year assessment cycle<sup>140</sup>, page 2, "The Committee on College Assessment (CCA) has organized college assessment units into four (4) groups: Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs)." Each group receives assignments in the assessment process in fall and spring semesters. The assignments rotate over the two-year cycle, so that each group completes the entire assessment process. The assessment report for each program shows whether students are achieving Student Learning Outcomes (SLOs). The Student Learning Outcomes are part of the curriculum documents<sup>141</sup>, page 17. The CCA reviews all assessment plans, completed assessment cycles, student learning outcomes, and more.

One of the assessed student learning outcomes for EN 100W, Fundamentals of English Writing, was that "upon successful completion of this course, students will be able to demonstrate an improvement in their writing abilities." The same student learning outcome is in the EN 100W course guide<sup>142</sup>, which has a completed course approval form with signatures and a course approval form for adoption and substantive revision. SLOs can also be found in the 2016-2017 Catalog<sup>143</sup>, page 127, and syllabi checklist<sup>144</sup>.

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<sup>140</sup> [two-year assessment cycle](#)

<sup>141</sup> [curriculum documents](#)

<sup>142</sup> [EN 100W course guide](#)

<sup>143</sup> [2016-2017 Catalog](#)

On the first day of class each semester, students receive a course syllabus that specifies the course content, requirements, and student-learning outcomes, which are directly extracted from the course approval form. The distribution of the syllabus is a requirement that is included in every full-time faculty's evaluation. The syllabus is reviewed against the syllabi checklist<sup>145</sup>.

The 2014 Curriculum Manual<sup>146</sup> outlines the approval process for student learning outcomes in courses and programs. There must be clearly articulated learning outcomes in all courses and programs. All courses have established student learning outcomes, and these are published in the College catalog. Course syllabi are submitted to the department chairpersons for review to ensure, inclusion of student learning outcomes, as well as other requirements. Department chairs then submit electronic copies with a syllabi checklist<sup>147</sup> to the Dean.

### **Analysis and Evaluation**

The College includes student learning outcomes in its course and program approval documents, the course guide, and syllabi. All courses and programs go through the process established in the 2014 Curriculum Manual. In addition, department chairs review syllabi for student learning outcomes before submitting them to the Dean.

### **Standard II.A.4**

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

### **Evidence of Meeting the Standard**

The College provides developmental English basic, reading, and writing courses; adult basic education courses; and developmental mathematics courses. These are clearly labeled in the College catalog and are separately numbered from postsecondary courses. The College also offers ESL courses and community courses.

GCC formerly used the COMPASS<sup>148</sup> for math and English placement tests. As of October 2016, the COMPASS test was no longer available from ACT. The College

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<sup>144</sup> [syllabi checklist](#)

<sup>145</sup> [syllabi checklist](#)

<sup>146</sup> [2014 Curriculum Manual](#)

<sup>147</sup> [syllabi checklist](#)

<sup>148</sup> [COMPASS](#)

searched for a test that was computerized and used the Internet, gave immediate results, designed for math and English placement, included an essay feature, allowed test administrators to customize placement rules, had a reasonable cost for each test, and was available for immediate purchase. The ACCUPLACER<sup>149</sup> best met those requirements. GCC's 10<sup>th</sup> Annual Fact Book<sup>150</sup>, page 25, provides the results for that year, 73 % of the students who took the English placement test and 95% of students who took the math placement tests were placed into developmental courses.

The 2008 General Education Impact Study<sup>151</sup>, page 31-33, looked at ways to decrease the number of students who need developmental courses and to reduce the number of students who repeated developmental courses. One of the recommendations was for the College and the public high schools to work together to decrease the number of high school graduates who need to take developmental courses.

Select GCC secondary career and technical education courses for high school receive college credit at the time the courses are taken. The following secondary programs offer Dual Credit Articulation Program of Study<sup>152</sup>, pages 206-208, (DCAPS): Automotive, Business Education, Construction Technology, Early Childhood Education, Electronics, LMP Tourism and Hospitality, Marketing, ProStart & Culinary. Students who complete qualifying secondary courses in those programs may later apply for college credit through DCAPS. Students who receive a certificate of mastery at the high school level may be awarded college credit when they complete career and technical education courses, as set forth in the DCAPS program agreement. This now requires a "B" or better in the high school CTE courses<sup>153</sup>, page 15.

Support is provided to pre-collegiate students through programs like Project Aim<sup>154</sup> and tutoring through the Math & English departments. Project Aim provides tutoring services to those who meet eligibility requirements under their program. Tutoring services are provided on a regular basis to first generation, low-income, and students with disabilities under the Project Aim program. Free tutoring<sup>155</sup> is also provided through the Work-study program to students who are not served by Project Aim.

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<sup>149</sup> [ACCUPLACER](#)

<sup>150</sup> [10<sup>th</sup> Annual Fact Book](#)

<sup>151</sup> [2008 General Education Impact Study](#)

<sup>152</sup> [Dual Credit Articulation Program of Study](#)

<sup>153</sup> [CTE courses](#)

<sup>154</sup> [Project Aim](#)

<sup>155</sup> [Free tutoring](#)



In an effort to improve learning and increase retention, a new school was proposed in spring 2016. All developmental education faculty and courses were moved into the School of College and Career Readiness<sup>156</sup> (CCR), which is in the process of being developed. With the formulization of the CCR, it is hoped that an increased dialogue and collaboration between faculty who teach developmental courses in English and math lead to the improved instruction, retention, and graduation of students. The plan includes having tutors available for students in developmental math and English courses.

The College offers a variety of ESL courses to meet the needs of the community members who desire to learn English. Students are placed into the appropriate ESL classes and adult education courses using CASAS<sup>157</sup> assessment,

### **Analysis and Evaluation**

The College clearly distinguishes pre-collegiate courses from college level courses. Students in pre-collegiate courses are accurately placed into the appropriate developmental courses by COMPASS<sup>158</sup>, and formerly, ACCUPLACER. ESL and adult education students are placed using CASAS. The college is investigating providing more support to students in developmental courses by incorporating all developmental courses into one school, CCR.

### **Standard II.A.5**

*The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

### **Evidence of Meeting the Standard**

The curriculum development and review is designed to ensure the appropriate length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. This begins with the curriculum planning process. The 2017 Curriculum Manual, has a program approval form<sup>159</sup>,. It includes a section which shows that full-time students can complete associate degree programs within two years and certificate programs within one

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<sup>156</sup> [School of College and Career Readiness](#)

<sup>157</sup> [CASAS](#)

<sup>158</sup> [COMPASS](#)

<sup>159</sup> 2017 Curriculum Manual, pp. 35 - 40



year. The program approval form also includes a section on course sequencing as part of completion.

The Curriculum Review Committee (CRC) is another step in the review process. Curriculum documents are reviewed by the Department Chair, the CRC, the Dean, the Vice President of Academic Affairs, the President, and the Admissions & Registration Office. The Curriculum Manual outlines the sequencing and completion times for full-time students. All associate degree programs require a minimum of 60 semester credits,

The College further demonstrates the quality of its instruction through the utilization of the Instructional Development and Evaluation Assessment (IDEA) survey designed to assess student learning and to guide teaching improvement. The institution ensures the quality of its programs through the campus-wide curriculum development and assessment processes. The College adopted **Policy 306**<sup>160</sup>, which called for a systematic five-year cycle of program evaluation with the goal of improving academic quality. The objectives of evaluation are to assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical education training, and ensure wise allocation of resources.

Each program must complete a self-evaluation, which includes providing evidence that each course related to the program is systematically assessing the achievement of course student learning outcomes (SLOs). Through the curricular process, program faculty choose student learning outcomes and collect evidence to determine whether students are attaining mastery of the selected student learning outcomes. Each program submits curriculum review documents to determine the relevancy of each course as it relates to the program and degree.

The Committee for College Assessment (CCA) has developed an annual curriculum review process schedule and a two-year assessment cycle in order to manage assessment and hold departments accountable to the assessment evaluation process and its deadlines.

The college does not offer a baccalaureate degree. Associate degrees require 60 semester credits. The Admissions and Registration reviews the program approval form<sup>161</sup> to ensure that the number of credit hours and contact hours are in line with the College's Credit Hour Policy.

## **Analysis and Evaluation**

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<sup>160</sup> [Policy 306](#)

<sup>161</sup> 2017 Curriculum Manual p. 7

The College's curriculum development process ensures that the degrees and programs meet the standards common to American higher education. The five-year curriculum review keeps curriculum current. Assessment provides evidence of whether students are attaining student learning outcomes. Program curriculum is reviewed for the appropriate number of credit hours.

## **Standard II.A.6**

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.*

### **Evidence of Meeting the Standard**

The College schedules classes in alignment with student needs and program pathways to ensure students can complete certificates and degrees within established expectations. Department chairs survey students on preferred class schedules (i.e. day and time) for the upcoming semester in order to better serve the current student population<sup>5</sup>. The results of the surveys are used to develop the following semester's schedule and assists in resolving issues related to the scheduling of classes.

Once the schedule of classes is finalized for each semester, students may access it on the College website. Students may search by term and course, and even through an advanced search like course number, course level, and instructor. The students may also access this information through the MyGCC portal. The College Catalog is available online. It allows the students to be knowledgeable about the time limit for course work, as well as the total general and technical education requirements for a program (e.g. Associate Degree). The mission, description and student learning outcomes of each program are detailed in the Catalog.

The institution employs various means of gathering data needed to determine (a) whether the institution is achieving its goals and (b) the effectiveness of learning at each level of a course sequence or program. At the institutional level, the College has defined and assessed its goals in an Annual Institutional Assessment Report. The college published the 2012 Institutional Self Evaluation Report<sup>162</sup>, publicly available on the College website, as a reaffirmation for accreditation. At the academic department level, the College reviews and approves all curriculum documents. TracDat is the data management software used to record student learning outcomes and all pertinent data needed for

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<sup>162</sup> [2012 Institutional Self Evaluation Report](#) <sup>5</sup> [Department Student Survey](#)

assessment. As part of course assessment, students must attain the student learning outcomes of each course. This is done using a tool designed by the instructor, or one developed and adopted by the department or program. TracDat can produce an assessment report that is in a four column format. It lays out the basis of the assessment and shows the assessment results. This is particularly helpful to look at over a period of time, in order to see improvements that result from assessment. TracDat can also produce ad hoc reports, as needed.

The program approval form in the 2017 Curriculum Manual<sup>163</sup>, pp. 50-79, requires that the author provide details including course sequencing and timeframe for a full-time student to complete the program. The program must demonstrate that a full-time student can complete associate degree programs within two years and certificate programs within one year. The program approval form also includes a section on course sequencing as part of the completion process. The currently published, integrated Postsecondary (IPEDS) Data Center<sup>164</sup>, 2011 statistics shows that the GCC cohort students graduated at rate of 150% to 200%.

Associate degrees require 60 semester credits. The Registrar reviews the program approval form<sup>165</sup>, for the number of credit hours and contact hours, among other factors. The college does not offer a baccalaureate degree.

## **Analysis and Evaluation**

Program curriculum is reviewed for the appropriate number of credit hours. Course sequencing allows students to complete associate degree programs within two years and certificate programs within a year. Students have access to information related to program requirements through the College Catalog and student education plans. Students communicate with their academic advisors to ensure that they are on the right track to completion.

## **Standard II.A.7**

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

### **Evidence of Meeting the Standard**

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<sup>163</sup> [2017 Curriculum Manual, pp. 61-65](#)

<sup>164</sup> [Postsecondary \(IPEDS\) Data Center](#)

<sup>165</sup> [program approval form](#)

Faculty use different delivery modes, teaching methodologies, and learning support services to address the needs of the students. Qualified students with disabilities request services from the Office of Accommodative Services via the Request for Accommodations Form. The syllabi checklist<sup>166</sup> includes information about the Office of the Accommodative Services and how a student may apply for services. Student who chooses to request an accommodation visits the Office of Accommodative Services<sup>167</sup>. If a student qualifies for an accommodation, the student will present the instructor with an accommodation plan that includes universal design and learning, which have been approved by the U.S. Department of Education. Upon receiving the accommodation plan the instructor must sign that they received the plan from the student requesting accommodative services. Faculty must provide the accommodations identified in the accommodation plan. The Accommodative Services Office is available to answer questions the instructor might have about the accommodative plan.

The College's Project Aim<sup>168</sup> program provides academic support, academic advising, and mentoring to students who meet one or more of the following criteria: a low income as defined by federal guidelines, and a first-generation in college and/or a documented disability.

The student organization, Council on Postsecondary Student Affairs (COPSA), hosts a variety of student activities, academic support, and information about college. COPSA represents all officially registered postsecondary and Adult High School students. This Council serves as a voice of students for issues and concerns with among themselves and with Guam Community College administration. COPSA officers must demonstrate honor, integrity and commitment throughout his or her term.

The College evaluates the effectiveness of faculty delivery modes and instructional methodologies that are used in producing learning. Two methods of evaluation are student surveys (i.e. IDEA Center's Student Ratings of Instruction Survey) and classroom observations. As part of the IDEA survey, students rate faculty in three (3) areas: the description of course, learning on relevant objectives, and teaching effectiveness based on methods and styles (e.g. an instructor's ability to stimulate student interest, foster student collaboration, and encourage student involvement). Students are also able to provide open-ended comments about the instructor. The IDEA survey results are forwarded to each corresponding faculty, as well as reviewed by his/her Dean. IDEA survey results are used in the evaluation of full-time permanent instructional faculty. A

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<sup>166</sup> [syllabi checklist](#)

<sup>167</sup> [Office of Accommodative Services](#)

<sup>168</sup> [Project Aim](#)

second method to evaluate instructors is through classroom observations. Once a semester, the assigned Dean or Associate Dean observes the elements of teaching for each full-time instructor (e.g. classroom structure, student interaction, and teaching methodology). Adjunct faculty are also observed by Department Chairs as well as Academic Affairs Division administrators. Faculty use different delivery modes, teaching methodologies, and learning support services to address the needs of the students.

The student organization, Council on Postsecondary Student Affairs (COPSA), hosts a variety of student activities, academic support, and information about college. COPSA represents all officially registered postsecondary and Adult High School students. This Council serves as a voice of students for issues and concerns with among themselves and with Guam Community College administration. COPSA officers must demonstrate honor, integrity and commitment throughout his or her term.

### **Analysis and Evaluation**

The College evaluates faculty teaching through observations and IDEA Center for Student Ratings of Instructor Survey. The Office of Accommodations, Project Aim, and COPSA provide services to assist a diverse group of students.

### **Standard II.A.8**

*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

### **Evidence of Meeting the Standard**

Board Policy 350<sup>169</sup>, Assessment of Prior Learning, is the College's policy on assessing prior learning. The 2016-2017 College Catalog<sup>170</sup>, pages 24-25, provides details for students who intend to apply for an assessment of prior learning.

The English department is the only department that provides department-wide course examinations. Instructors teaching EN 100W<sup>171</sup>, Fundamentals of English/Writing, administer the final essay for this course and rate the essays. Essays that instructors have rated as "passing" are forwarded to another instructor for review. Assessment of prior learning is provided for students upon request.

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<sup>169</sup> [Board Policy 350](#)

<sup>170</sup> [The 2016-2017 College Catalog](#)

<sup>171</sup> [EN 100W](#)

All EN 100W, Fundamentals of English/Writing, courses adhere to the department procedure on the rating of essays. With the efforts toward the potential formation and approval of the CCR (the possibility of creating a school for all developmental courses is being examined), the person designated to provide the topics for EN 100W final essay exams shifted from the Department Chairperson of English to the TPS Associate Dean.

The institution ensures the use of unbiased, valid measures of student learning in the course syllabus. Instructors must inform students about how they are going to be graded on required assignments. Several departments encourage the use of the online grading system called “Grade source.” This website provides students access to their grades anytime throughout the school year using a number identifier to protect their identity. Students are also able to access their grades from courses taken in previous semesters through the institution’s website, MyGCC. Students may also view or print their unofficial transcripts.

### **Analysis and Evaluation**

The instructors for EN 100W, Fundamentals of English/Writing, all give a course wide final exam. There is a department wide procedure for the rating of essays, which involves a second instructor grading any passing exam. This greatly reduces any possibility of grading bias. It ensures that grading will be as uniform as possible.

The College has a policy for the assessment of prior learning. The College Catalog<sup>172</sup> provides information about assessment of prior learning.

### **Standard II.A.9**

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions.*

### **Evidence of Meeting the Standard**

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. All programs and courses have clear student learning outcomes. The

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<sup>172</sup> [The College Catalog](#)

College has a [Student Learning Outcomes Handbook](#)<sup>173</sup> to guide the development of student learning outcomes. This Handbook is posted on MyGCC. Student learning outcomes are found in individual course syllabi, college catalog and curriculum documents, such as course and program approval documents. The College assesses programs and courses in a two-year assessment cycle. The grading system is described in the college catalog and individual course syllabus.

Guam Community College (GCC) has a review process to ensure credit hours awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. [Board Policy 345](#)<sup>174</sup>, Credit Hour Policy, codified the College's requirement of course contact hours in compliance with Federal and accrediting agency guidelines. For traditional lecture courses, one credit equals 15 hours spent in class. Credit is awarded when students pass the course.

All courses have student learning outcomes that provide content that is essential to the course. Student attainment of student learning outcomes is the basis for the final grade, which results in credit for the course. Forty-five (45) contact hours equal one credit (practicum, internship, and lab). 15 contact hours of lecture is equal to one credit hour. The awarding of credits depends on whether the student acquired the student learning outcomes for the course.

For continuing education, ten contact hours equals one CEU equivalency. CEUs are awarded with a pass/fail grade, since the CEU experience is learning enrichment/advancement and not mastery of scholarly materials. For credit hours, continuing education follows GCC's credit hour policy. The Office of Continuing Education<sup>175</sup>, offers certificates of enrichment or completion.

Course guides are generated by department faculty and forwarded to the Registrar, Deans and the Vice President for Academic Affairs to review the course Student Learning Outcomes (SLOs), number of contact hours, and credit hours based on the clock hours pursuant to 34 C.F.R, section 602.16 (a) (vii), section 602.24 (e) (f) and section 600.2 (credit hour).

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<sup>173</sup> [Student Learning Outcomes Handbook](#)

<sup>174</sup> [Board Policy 345](#)

<sup>175</sup> 2015-2016 Continuing Education Catalog p. 6

### **Analysis and Evaluation**

Students must attain learning outcomes in order to be awarded course credit, degrees, and certificates from the College. Curriculum is developed based on Student Learning Outcomes (SLOs). The Registrar, Deans, Learning Outcomes Committee, and Vice President of Academic Affairs review all curriculum documents to ensure compliance with the credit hour policy.

### **Standard II.A.10 (note: this section is under active revision)**

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

### **Evidence of Meeting the Standard**

The college has several articulation agreements with the University of Guam, a four-year university, in addition to 21 other community colleges and four-year universities in other areas. Board Policy 320<sup>176</sup>, Articulation and Transfer Agreements, recognizes the importance of the ability of GCC students to transfer to the University of Guam and the Pacific Post-Secondary Education Counsel (PPEC) member institutions, with a reciprocal arrangement for students at those institutions, and other institutions who enter into a reciprocal agreement. The articulation agreements are found in Appendix A through E of the 2017-2018 GCC College Catalog<sup>177</sup>, and include program-to-program and course-to-course articulations.

These institutions are:

1. University of Guam
2. Chaminade University – Honolulu, Hawaii
3. College of Micronesia-Federated States of Micronesia (COM-FSM)
4. University of Alaska Fairbanks
5. Bellevue University – Bellevue, Nebraska
6. University of Phoenix (online)
7. Dusit Thani College – Bangkok, Thailand
8. University of Makati – Makati City, Philippines

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<sup>176</sup> [Board Policy 320](#)

<sup>177</sup> [2017-2018 GCC College Catalog, pp. 196-205](#)



9. American Hospitality Academy Philippines – Makati City, Philippines
10. Pacific Islands University
11. SIAS International University - China
12. Kadan Automotive Technical College – Sendai, Japan
13. Wayland Baptist University
14. First Asia Institute of Technology and Humanities – Patangas
15. Guimaras State College – Philippines
16. Mariacy Beauty Academy
17. American Hotel & Lodging Educational Institute
18. Iloilo Science and Technology University – Philippines
19. Dong Seoul University – Korea
20. Ming Chuan University – Taiwan
21. Gyeongnam Provincial Namhae College – Korea
22. Guam Home School Association

The college’s articulation agreements are clearly stated in the college catalog. The Registrar regularly evaluates transcripts from other institutions at the student’s request. The 2017- 2018 GCC Catalog<sup>178</sup>, provides qualifications that must be met for GCC to accept transfer credit: “GCC will accept credit transfer for all courses successfully completed at any college or university in the United States which is accredited by its regional accrediting body, affiliated accrediting body, the Distance Education Council, or any accrediting body recognized by the United States Department of Education (e.g. MSCHE, NEASC-CIHE, NEASC-CTCI, NCA-HLC, NWCCU, SACS, WASC-ACCJC, WASC-ACSCU, or the DETC) or which is recognized and approved by the Department of Education or Ministry of Education in a foreign country.” The following additional requirements must be met:

- Official transcripts are received directly from the institution where the credits were earned.
- The course is at the postsecondary level; with GCC, this means the course is at the 100 level or above and receives undergraduate level credit.
- Credits earned outside of GCC are equal to or greater than the credits to be received from GCC.
- The student has earned a “C” grade or higher (or equivalent)
- The course is not a credit awarded for life experience.

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<sup>178</sup> [The 2017-2018 GCC Catalog p.23](#)

GCC has an official form for students to request an evaluation of records. The Registrar often consults with faculty in the respective department for guidance when transferring courses. Faculty will compare student learning outcomes for the GCC course with the student learning outcomes for the requested transfer course, in order to determine whether the outcomes are similar.

### **Analysis and Evaluation**

The 2017-2018 GCC Catalog<sup>179</sup> contains the transfer-of-credit policies for students. The appendices to the GCC Catalog contain information about articulation agreements between the College and other institutions. If there is no articulation agreement in effect with another institution, the students may request an evaluation of transfer-of-credit.

### **Standard II.A.11**

*The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

### **Evidence of Meeting the Standard**

The College has Institutional Learning Outcomes (ILOs) for communication, information, and quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The institution learning outcomes are found and are accessible in the College catalog. A student learning outcome map must accompany each program approval form. This map shows how each course relates to the institutional learning outcomes. The institutional learning outcomes maps are attached to program documents found in the 2014 Curriculum Manual<sup>180</sup>, page 80. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens.

The College requires students who complete their general education curriculum to be capable of productive lives and lifelong learning through the successful completion of courses in the respective categories. Upon completion of the general education requirements, students will have obtained the ability to communicate orally and in writing, interpret information digitally and non-digitally, make quantitative and scientific

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<sup>179</sup> [2017-2018 GCC Catalog](#)

<sup>180</sup> [2014 Curriculum Manual](#)

decisions, and seek and grasp information. All degree programs are required to link courses with the Institutional Learning Outcomes through the Student Learning Outcomes (SLO) mapping process found in the Student Learning Outcomes & Curriculum Mapping Booklet<sup>181</sup>.

All degree programs at the College have, as part of their general education requirements, math and English courses, which ensure oral and written communication and quantitative reasoning. Certificate programs also have English and math requirements specific to the different programs. Faculty complete an SLO mapping guide to show the connection of general education courses, Institutional Learning Outcomes and student learning outcomes in specific courses.

### **Analysis and Evaluation**

The College's General Education Requirements, the Institutional Learning Outcomes provide associate degree graduates with the skills they need. The College ensures that faculty show how student learning outcomes are related general education courses, ILO, and SLO in GCC courses.

### **Standard II.A.12**

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.*

### **Evidence of Meeting the Standard**

The College's Catalog contains information about the associate degree programs and the general education requirements that include the categories of English, Mathematics, Natural and Physical Sciences, Social and Behavioral Sciences, Computer Literacy, and Humanities and Fine Arts. The General Education (Gen Ed) curriculum is included in all degree programs. Identification of courses must be based on student learning outcomes and competencies appropriate to each degree level. General requirements for degree and

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<sup>181</sup> [Student Learning Outcomes & Curriculum Mapping Booklet](#)

certificate programs are described in the 2016- 2017 GCC Catalog<sup>182</sup>, page 29. The Learning Outcomes Committee reviews requests for inclusion of additional courses under the different categories.

Students in certificate programs<sup>183</sup>, page 46, must show their “proficiency in reading , writing, understanding and speaking English . . . by one of the following”: testing out of or completing EN 100 courses, and in the case of math, testing out of or completing MA 108.

The College relies on the expertise of its faculty and department faculty via the Learning Outcomes Committee (LOC), to write and revise curriculum in order to demonstrate the appropriateness of any recommended course for inclusion in the general education curriculum. The LOC was restructured to integrate the responsibilities of the former General Education Committee and the Curriculum Committee in order to accommodate the comprehensive examination of stated learning outcomes for courses and improved communication regarding student-learning outcomes. The Catalog clearly states the recently revised general education requirements for degree programs.

In the past, the College had five categories of general education requirements. After close examination of the stated learning outcomes and recommendations from the 2006 ACCJC visit, the College realized a need for one more area. Beginning fall 2010, the general education component for degree programs now has six categories with specific levels of coursework that can be used to meet each category. The College Catalog<sup>184</sup> clearly lists the specific courses that fulfill the 19-20 credits needed to meet general education requirements for associate degree programs. The categories<sup>185</sup>, pages 33, 34, include: (1) English Composition – 3 credits; (2) Mathematics – 3 credits; (3) Natural & Physical Sciences – 4 credits; (4) Social & Behavioral Sciences – 3 credits; (5) Computer Literacy – 3 credits; and (6) Humanities and Fine Arts – 3 to 4 credits. The categories and courses follow the GE policy change process, which was reviewed and recommended by the former General Education Committee, the Faculty Senate, the Deans, and the Vice President for Academic Affairs.

These general education courses function as the students' introduction to comprehending present day society's principles, concepts, methodologies, digital interpretations, and ways of communicating under various disciplines. These general education courses also

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<sup>182</sup> [2016- 2017 GCC Catalog](#)

<sup>183</sup> [certificate programs](#)

<sup>184</sup> [The College Catalog](#)

<sup>185</sup> [categories](#)

lead to student mastery of the College's Institutional Learning Outcomes<sup>186</sup> (ILOs), pages 34, 35, at graduation. The ILO were recommended, approved and adopted by the Board of Trustees in December 2009. These ILOs represent the affective, cognitive and behavioral skills that students should develop and acquire as a result of their overall experience with the College.

### **Analysis and Evaluation**

The College Catalog contains information about the College's philosophy of general education. The Curriculum development process ensues that the College's general education courses have student learning outcomes that are supported by the College's philosophy of general education. The College has general education courses are required in all associate degree programs.

### **Standard II.A.13**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

The **2016-2017 College Catalog**<sup>187</sup>, pages 40-68, lists 20 programs of study leading to an Associate of Science degree, three programs leading to an Associate of Arts degree, and 17 programs leading to a Certificate. The catalog provides the requirements for all programs and certificates awarded by the College. Degree programs must have at least 60 credits. Programs have technical requirements, such as theories and practices required in a particular field. Program faculty determine the technical requirements, in consultation with the industry workforce advisory committee members, which are reviewed in the curriculum development process set forth in the 2014 Curriculum Manual<sup>188</sup>. Each technical course in a program has clearly defined student learning outcomes in the course curriculum documents.

Student Learning Outcomes at the degree level are **Institutional Learning Outcomes**<sup>189</sup>, pages 33, 34. They represent higher order learning and competencies than those in the shorter length programs. The general education student learning outcomes are appropriate for programs that result in the awarding of an Associate of Arts degree. The concept of mastery, that is appropriate to the degree level, is about depth of learning in

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<sup>186</sup> [College's Institutional Learning Outcomes](#)

<sup>187</sup> [2016-2017 College Catalog](#)

<sup>188</sup> [2014 Curriculum Manual](#)

<sup>189</sup> [Institutional Learning Outcomes](#)

key areas related to the degree discipline as well as attaining the skills for mastery of practices and knowledge specific to that field.

As part of their 60+ unit educational plan, students must complete units in **General Education**<sup>190</sup>, pages 65-87. The technical education requirement is specific to the major selected by the student. General education requirements are standard and technical requirements vary by program.

The curriculum framework for the area of inquiry is designed to be sequential and allows for focused study within the area of concentration, theoretical foundations, and methods of inquiry. Almost all of the college's career and technical education programs include an associate degree option. These programs require 19-20 credits of general education courses. Some programs have electives so that students are able to meet their needs for their specific workforce or transfer goals. Workforce Advisory Committees<sup>191</sup>, pp. 8-13, provide written feedback on proposed curriculum documents. Without positive feedback from advisory committees, the proposed curriculum will not move forward. Proposed course curriculum must have written feedback from advisory committees attached. In addition, course and program curriculum documents go through comprehensive review. With input from faculty and advisory committee members, programs determine the technical requirements, which are included in the program approval form as outlined in the curriculum manual.

When programs need to be revised, there are substantive or non-substantive revisions. Program substantive revisions documents<sup>192</sup>, pages 41, 42, set forth what constitutes a substantive change. For example, a change in the number of credit hours, change in prerequisites, substantive change in course content or certain other changes. Substantive change requires more review than non-substantive changes. According to the 2014 Curriculum Manual<sup>193</sup>, pages 41, 42, when there is a substantive change, the author signs the document, then the Department Chair, the Registrar, the Dean, and the final signature is the Vice President for Academic Affairs. At any time throughout the review process, the curriculum documents can be sent back to the department for revisions. The Registrar and the Dean assist the writer to make needed changes for resubmission. Secondary programs and postsecondary programs all go through the curriculum approval process.

In regard to non-substantive program revisions<sup>194</sup>, p. 43, 44, it includes changes, such as the program title, certain program general education requirements, some technical and general education requirements, and revisions of student learning outcomes. In a non-substantive program change, the signatories are the author, the Department Chair, the Registrar, and the Dean. Proposed curriculum documents can be sent back to the author

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<sup>190</sup> General Education

<sup>191</sup> Advisory Committees

<sup>192</sup> substantive revisions documents

<sup>193</sup> Curriculum Manual

<sup>194</sup> non-substantive program revisions

at any time during the review process. If returned, the Dean assists the author in revising the document, as necessary.

### **Analysis and Evaluation**

The College's curriculum review process ensures that degree programs provide focused study in one area and includes general education requirements. Curriculum at the course and program levels requires student mastery of Student Learning Outcomes, which relate to theories and practices in a specialized area of study. A higher level of scrutiny is required for substantive program changes.

### **Standard II.A.14**

*Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Evidence of Meeting the Standard**

Students who complete and graduate from post-secondary or certificate programs demonstrate meeting the competencies and standards in their required field of study. The associate degree programs, certificate programs, and courses participate in a two-year assessment cycle. As part of this assessment, capstone courses and artifacts ensure that graduates demonstrate technical and professional competencies. CTE programs are charged with ensuring that their students demonstrate certain technical and professional competencies.

Public Law 32-131, FY15 Budget Act requires Guam Community College to report graduate employment statistics to the Guam Legislature by June 30th of each year. Information reported to the Guam Legislature include GCC's graduates by program, graduates' salary, employment status, gender, ethnicity, and employment occupation related to graduates' program of study. There is also an interest in pass rates for professional licensing exams. The current pass rate for the practical nursing licensure exam, the NCLEX-PN, is 71%<sup>195</sup>.

In 2015, the Graduate Employment Report<sup>196</sup> showed that out of 441 graduates, 79 graduates were employed in an area that aligned with their degree, 28 were in employment not aligned with their degree, with 104 were employed in alignment with their education. The report breaks down the data as required by Public Law 32-131.

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<sup>195</sup> NCLEX-PN, is 71%

<sup>196</sup> [Graduate Employment Report](#)

## Analysis and Evaluation

The College assessment ensures that the attainment of student learning outcomes in career and technical education results in student mastery of the specific area of career and technical education.

### Standard II.A.15

*When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

#### Evidence of Meeting the Standard

Meetings with Curriculum Review Committee, General Education Committee; and reviews of Annual institutional reports, the Board Union Agreement allows for program review based on the number of students enrolled in programs and input from industry meetings or through program Advisory Committees regarding workforce needs and standards.

The College's annual Fact Book<sup>197</sup> contains program enrollment and completion rates. It includes a consideration of enrollment and completion rates. This information is shared with advisory committees who include local industry professional, so that they can provide feedback.

Since the goal is that no curriculum be more than five (5) years old, Department Chairs give priority to curriculum that is approaching five years old. Currently, the Curriculum Review Committee reviews general education and program requirements, and student learning outcomes. In the past, the General Education Committee<sup>198</sup>, a group that is part of the Learning Outcomes Committee, consisted of faculty members, reviewed programs to be eliminated or program changes.

When a course is archived, the College must allow students enrolled in the program to complete the coursework for their degree in a timely fashion. The 2017 Curriculum Manual<sup>199</sup>, provides that when programs are deleted from the catalog by an archival memorandum request for an inactive program or program that is no longer offered, the

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<sup>197</sup> [Fact Book](#)

<sup>198</sup> [General Education Committee](#)

<sup>199</sup> [2014 Curriculum Manual](#)



program may be deleted from the catalog. However, specific courses will remain in the Master List of Courses, for transcribing purposes. The department makes arrangement for students in the archived certificate or degree program to complete their education in a timely manner. A special project will be created if necessary to meet the timely requirement.

Since the last accreditation team visit, GCC has archived one (1) program. The Certificate in Pre Nursing was archived in March 2014. In Fall Semester 2014, there were 13 students enrolled in the Certificate of Pre-Nursing program<sup>200</sup>. Federal student aid was only available for a degree, not a certificate. Faculty met with students to tell them about this requirement. Pre-Nursing<sup>201</sup> students had the option of choosing to pay for their classes themselves or change to an allied health associate degree.

The Cosmetology Program had challenges, such as low enrollment, that resulted in a Programmatic Reduction in Force (RIF). When a program is ending, the BOT Faculty Local 6476 AFT/AFL –CIO Faculty Agreement, Article XV<sup>202</sup> requires the (RIF) process to begin. Continuous low enrollment can trigger the formation of a RIF Committee.

The RIF Committee<sup>203</sup>, pp. 19-22, that was convened for the Cosmetology program came up with three possible plans of action: continue the program, partner with a private school, or discontinue the cosmetology program. The Cosmetology Program underwent a substantive revision and was approved on Spring 2017.

### **Analysis and Evaluation**

When a program is eliminated, the College arranges for enrolled students to complete their program in a timely manner. A provision is made for a special project, if needed, so that students can timely complete their program.

### **Standard II.A16**

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

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<sup>200</sup> [Pre-Nursing program](#)

<sup>201</sup> [Pre-Nursing](#)

<sup>202</sup> [BOT Faculty Local 6476 AFT/AFL –CIO Faculty Agreement, Article XV](#)

<sup>203</sup> [RIF Committee](#)

## Evidence of Meeting the Standard

The College’s Assessment, Institutional Effectiveness and Research (AIER) office and the Committee on College Assessment (CCA) work collectively with all sectors of the college community as they carry out the implementation of GCC’s comprehensive Institutional Assessment Plan campus-wide. The CCA is listed as an institutional committee in the current 2010-2016 Board of Trustees-Faculty Union Agreement<sup>204</sup>, p. 29. Committee members include faculty, administrators, staff and students. **Board Policy 306**<sup>205</sup>, appendix A, provides the authority for “the President. . . in consultation with the College Committee on Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule as well as report assessment results in a timely manner to all stakeholders in the College. . .”

The college regularly evaluates programs, courses, student learning outcomes, and student services unit outcomes through the institutional assessment process. The current annual curriculum review cycle was adopted in fall 2014<sup>206</sup>, page 18. The College’s goal is for curriculum documents to be no more than five years old. When curriculum documents need to be updated, department chairs work with their department faculty to update the curriculum. Curriculum that is reaching the five year mark will be a priority.

GCC is on a **two year assessment cycle**<sup>207</sup>, page 7, and is ongoing, and continuous. “The College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses,” page 5. The College conducts assessment of secondary career and technical education programs and courses, postsecondary programs and courses, continuing education courses administrative units, student service units and special projects. In AY2014-2015, there were a total of 42 secondary career and technical education courses, 34 courses had student learning outcomes, and the remaining eight courses were undergoing curriculum review Secondary Career and Technical Education, page 9.

The two-year assessment<sup>208</sup> cycle schedule, Appendix C, provides information about the assessment goals at each point in the two year cycle, and deadlines for assessment reports. The College is fully committed to maintaining the high rate of compliance with assessment requirements.

Workforce advisory committees allow departments to plan for the future. Program and course development and review require input from advisory committees. Program faculty keep programs and courses current and aid in planning for the future. The

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<sup>204</sup> 2010-2016 Board of Trustees-Faculty Union Agreement

<sup>205</sup> Board Policy 306

<sup>206</sup> fall 2014

<sup>207</sup> two year assessment cycle

<sup>208</sup> two-year assessment

Workforce Advisory Committee Handbook<sup>209</sup> provides guidance about the composition and role of the advisory committee. Department chairs work collaboratively with workforce advisory committees to identify ways to improve programs through curriculum review and ensure that workforce advisory committee meetings are held each semester. Advisory meeting minutes are posted online on MyGCC.

## **Analysis and Evaluation**

Assessment at GCC is based on a two-year continuous cycle, with a two-year schedule that communicates assessment goals and deadlines to the entire College. The goal is for curriculum to be less than five years old. Additionally, the College continues to be committed to maintaining a high rate of compliance with assessment results.

## **Standard IIB. Library and Learning Support Services**

### **Standard II.B.1**

*The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

### **Evidence of Meeting the Standard**

The GCC mission statement mandates that GCC provide “the highest quality, student-centered education and job training for Micronesia.” The GCC Learning Resource Center (LRC), student computer labs, and tutoring services support the College’s mission. Referencing the Library main webpage, “the Library opened its new doors in December 2010 to provide learning resources and services to assist students in attaining their academic, career, and personal goals. The GCC Library collection consists of approximately 21,000 print books, 130,000 college level non-fiction academic e-books in a subscription database, 50 print periodical subscriptions, more than 5,000 full text e-Periodicals titles, and more than 135,000 e-books in a two subscription databases. The Library also has more than over 1,000 videos and other multi-media items.”

“The LRC includes a library, student computer lab, and library classroom. The LRC offers patrons an array of services including reference, individual and group information competency (literacy) instruction, Internet access, book loans, video check-outs, Kindle e-reader loans, photocopying, magazines and newspapers, video viewing, meeting rooms,

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<sup>209</sup> The Workforce Advisory Committee Handbook

group study facilities, and in library use of laptops for students. Information literacy instruction is available to groups and individuals, faculty, classes, and students.”

“In addition to sustaining our students’ research and reference needs, the LRC<sup>210</sup> is also the first Government of Guam building to be certified as a Leadership in Energy and Environmental Design (LEED) Gold by the U.S. Green Building Council. The 22,000 square foot structure features photovoltaic solar panels, digital temperature controls, energy efficient windows and lighting, and furniture made of recyclable materials.”

The LRC contains 34 computer stations and 17 laptops. There are two student open computer labs for students, one in the Student Services Building, the other in the LRC. Both computer labs are maintained by the Management Information Systems (MIS) Department. Project Aim has a student computer lab, for use by students in the Project Aim program.

The LRC has three subscriptions to databases: the EBSCO Academic e-book collection; the EBSCO Community College e-book database, and the EBSCO periodical databases. These databases, together with the print collection, provide sufficient depth and variety for the LRC’s collection. The academic e-book collection subscription database has more than 135,000 e-books that vary in their depth, variety, quantity, and currency. The community college e-book database has e-books specifically designed to cover career and technical education topics. Both e-book databases are the core of the library’s collection. The databases cover a wide range of academic subjects. Some e-books are more basic, but there are other e-books that cover a subject in more depth. This is important because students have a range of reading levels. The EBSCO periodical databases offer 40 separate databases including scholarly journals, magazines, newspapers and other periodicals.

Information on GCC’s student services can be found in the 2016-2017 [College Catalog](#)<sup>211</sup>, pages 13-18. Services include assessment and counseling, career advisement and guidance, academic advisement, accommodative services, student health services, financial aid, Center for Student Involvement, Project Aim, student government, and LRC. The College focuses the availability of tutoring services on math and English courses. Tutoring is offered through Project Aim for students in that program.

### **Analysis and Evaluation**

The College has a Learning Resource Center that provides access to print books and magazines, DVDs, two e-book databases, and periodical databases. There is a computer lab in the library and a second computer lab in the Student Services Building. Other Student Services include assessment and counseling, career advisement and guidance,

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<sup>210</sup> [the LRC](#)

<sup>211</sup> [College Catalog](#)

academic advisement, accommodative services, student health services, financial aid, Center for Student Involvement, Project Aim, and student government.

## **Standard II.B.2**

*Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

### **Evidence of Meeting the Standard**

The LRC seeks input from faculty and students on the selection of equipment and materials as part of the assessment process. Students make requests for specific book titles or other resources in the library customer service survey. The librarian contacts faculty in person, via MyGCC announcements, by phone or by e-mail, to request input into collection development to support GCC programs and courses. The LRC contacts vendors of electronic databases to arrange trials.

The availability of information about the database trials is announced to faculty and students via MyGCC. GCC added the Community College e-book subscription database after a trial, based on user response.

Librarians consult circulation statistics to determine which books and subjects are borrowed the most often. The information is used in collection development to add high interest titles to the collection when books are purchased. The librarian contacts faculty via e-mail and in person to receive recommendations for library materials and equipment to support student learning at GCC. Faculty complete surveys about library resources and equipment that are part of the assessment process. In collaboration with faculty, librarians select and maintain educational equipment and library materials to support student learning and enhance the achievement of the mission, career and technical education to promote workforce development.

The College, through the Learning Outcomes Committee, adopted the Library's request to include a budget for library resources in course and program approval documents<sup>212</sup>, pp. 17, 39, 57, 60. As part of the Curriculum development process, when there is a new program or course, the library must be consulted about library resources to support the new program or course. When a new program or course is in the planning stages, the department will budget for library resources to support new programs or courses.

### **Analysis and Evaluation**

The librarians and faculty collaborate in selecting learning resources and equipment to support student learning. When there is a new program or course, curriculum documents specify that the department consults with the library about learning resources needed to support it.

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<sup>212</sup> [course and program approval documents](#)

**Standard II.B.3**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Evidence of Meeting the Standard**

The LRC assessed a **student learning outcome**<sup>213</sup>, page 32, 33, “Upon completion of information literacy instruction at GCC Library, students will be able to demonstrate the necessary knowledge to be effective library users, information consumers and lifelong learners.” Pre and Post written tests were administered to EN 111, Writing for Research, students. The students were assessed about their knowledge of GCC Library electronic resources. “Before instruction, 66% of the students surveyed did not know how to find and use electronic books and periodicals, and were unable to name a research database available at GCC. After instruction, 100% of the students could explain where they could find electronic periodicals and e-books . . .” The result exceeded the Library’s goal that 80% of the students would attain that learning outcome. The GCC Library will continue to use this pretest and post test in EN 110 and EN 11 Library instruction classes.

In AY 2015-2017, the **Assessment and Counseling Department**<sup>214</sup>, pages 3, 4, set an assessment goal that career presentations would be conducted with at least 10% of the site school’s freshman population of prospective career and technical education students. Of the 10%, 70% would be able to recognize the top three scores that make up their Holland code. After that, the students would apply that knowledge when selecting secondary Guam Community College career and technical high school education from the College that aligned with their Holland code.

In October, 2016, the data collected showed that students were placed appropriately in career and technical education courses. The high school career and technical education counselors will continue to use the career interest inventories in the placement of first year students, with the goal of continuing to achieve similar results.

**Analysis and Evaluation**

The college evaluates student attainment of learning outcomes in the library, based on the library’s participation in institutional assessment. The assessment results are used to improve student attainment of learning outcomes, such as the Library and Assessment and Counseling examples in the narrative.

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<sup>213</sup> student learning outcome

<sup>214</sup> Assessment and Counseling Department

## Standard II.B.4

*When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.*

### Evidence of Meeting the Standard

Guam Community College and the University of Guam entered into a **Memorandum of Understanding**<sup>215</sup> signed by the signatories of both institutions. It was scheduled to become effective. Students and employees at each institution are able to check out library materials at the other institution.

Students have access to EBSCO subscription e-books and periodical databases at any location, on or off-campus, at any time. Students can check out EBSCO e-books and download them to a PC, Mac Computer, Apple tablet or phone, and Android device. They can read e-books online or print portions of the e-books. The periodical database allows students to search for periodical articles, download, print, save or e-mail articles. Students can also save searches and set up research topic alerts.

### Analysis and Evaluation

The College has a memorandum of understanding regarding resource sharing with the University of Guam Robert F. Kennedy Library. This allows students and employees at each institution to check out library materials at the other institution.

GCC Students can access subscription e-books and periodical databases on or off campus using a variety of devices. The College maintains records to assist in evaluating database usage. Database trials are also offered so that faculty and students can determine if other subscription databases are needed.

## Standard II.C.1

*The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.*

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<sup>215</sup> Memorandum of Understanding

## Evidence of Meeting the Standard

The College offers student support services and activities listed in the [College Catalog](#)<sup>216</sup>, pages 13-16, and the 2015-2016 [Student Handbook](#)<sup>217</sup>, pages 9, 10. Services include orientation, pre-enrollment, personal, social, and career counseling, student rights advocacy, academic advisement, tutorial services, health services, library, English and math placement tests, and services for students with disabilities. The College assures the quality of its student services through the assessment process.

<http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/studenthandbook20152016.pdf>

The Center for Student Involvement (CSI) provides activities in leadership development, new student orientation, student governance, and supports student organizations. Project Aim provides tutoring services, study skills workshops, and financial aid advisement to qualified students who have a low income and/or a disability.

For the past five years, persistence rates have been steadily increasing. Persistence rates show students who were enrolled one year and continued the following year. According to the [2015-2016 Fact Book](#)<sup>218</sup>, Volume 10, page 18, the five-year trend reflects persistence rates were 63% for spring 2011, 66% for spring 2012, 68% for spring 2013, 67% for spring 2014, and 69% for spring 2015. The quality of student services likely supports increased persistence rates.

The College encourages students to achieve their academic goals efficiently and effectively. Students are guided to focus on courses as prescribed in their catalog through academic advisement and the admissions policy. For declared students who stop out (do not enroll for two regular consecutive semesters), the College has a re-entry policy that requires that students meet with their advisor or counselor and obtain a signature before reenrolling into the College.

Project Aim provides tutoring services to students who meet the federal guidelines that include students who are low-income, first generation students, and/or students with disabilities. The goal of the program is to increase student college retention and graduation rates, increase transfer rates from a two-year to a four-year institution and create an institutional climate supportive of the success of students in the program.

Student support services at the College are regularly assessed as part of the College's two-year assessment cycle. Assessment assures quality and appropriateness of student support services and demonstrates that these support services enhance student learning.

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<sup>216</sup> [College Catalog](#)

<sup>217</sup> [Student Handbook](#)

<sup>218</sup> [2015-2016 Fact Book](#)



The Assessment and Counseling Department participates in institutional assessment, as all student service units do.

The Assessment and Counseling Department meets formally at least once a month and informally at least once a week to discuss counseling services and issues to ensure a high quality of counseling services for students.

In AY 2015-2016, an **Assessment and Counseling**<sup>219</sup>, pages 2, 3, student learning outcome was that 30% of students enrolled in EN 100W, Fundamentals of English Writing, would understand their program requirements and know how to schedule classes. Assessment and Counseling conducted “Education Plan” sessions with 473 students. The ultimate result was 119 of the 140 students in the representative sample, or 85%, achieved this goal. Assessment and Counseling will continue to conduct “Education Plan” sessions with EN 100W students.

The College does not offer correspondence education.

### **Analysis and Evaluation**

The College offers a variety of student services. Student Services are assessed regularly as part of the College’s assessment, with the goal of improving the attainment of student learning outcomes through the assessment process.

### **Standard II.C.2**

*The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

### **Evidence of Meeting the Standard**

The College offers several services through the Assessment and Counseling Department. These include academic advisement, English and Math placement, career counseling, counseling, etc. The Committee on College Assessment (CCA) oversees the assessment schedule and process. These services are assessed following a two-year cycle. Assessment results are used to improve student support programs and services. The library uses the results of the **assessment cycle**<sup>220</sup>, pages 30, 31, to request additional library resources to meet student educational needs. The institution uses assessment data to continuously improve student support programs and services.

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<sup>219</sup> Assessment and Counseling

<sup>220</sup> assessment cycle

The College's Student support services are outlined in section of the **2016-2017 College Catalog**<sup>221</sup>, pages, 12-18. The Learning Resources Center section of the Catalog describes library services. The Educational Services, Accommodative Services for Students with Disabilities section describes how students with disabilities can receive assistance. The Office of Accommodative Services served 65 students in spring 2016. Some students were provided with more than one accommodation. The Federal TRIO Programs section of the catalog describes Project Aim's student support services available to eligible students. The Student Handbook also provides information about available student services and how to access them.

Other services offered at the College include counseling and tutoring services, student professional development, and career goal assessment. Project Aim offers a summer bridge program designed to prepare high school seniors or graduates with their transition into college life for the fall term. Summer refresher courses in English and math are offered to prepare students to take the placement tests. In addition, students are offered an orientation, which includes an overview of the campus and student services, financial aid planning, team building exercises and college survival skill workshops.

Like all other student services, Project Aim takes part in institutional assessment. In 2012, **Project Aim**<sup>222</sup>, pages 18, 19, set an assessment goal that 15% of new participants (from acceptance cohort year) will graduate with an associate degree or certificate within four years from acceptance by Project AIM, TRIO; 20% of those who graduate with associates or certificate will transfer to a 4year institution/professional program. In 2016, the result was that only 14% of the students met that goal. Project Aim recommended hiring or assigning a new counselor to help them meet the 15% goal. As a result, Project Aim used a growth budget to request the additional counselor, tying assessment to the budget. The assessment process identified an area where more resources were needed.

### **Analysis and Evaluation**

There are many student support services available to students. The Committee on College Assessment oversees assessment of learning support outcomes for the College's students. Assessment data is used to improve student services and the attainment student learning outcomes.

### **Standard II.C.3**

*The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

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<sup>221</sup> 2016-2017 College Catalog

<sup>222</sup> Project Aim

## Evidence of Meeting the Standard

The College provides appropriate, comprehensive and reliable services to its diverse student population. Extended hours are offered during peak times to accommodate student advising and registration needs, usually the week prior to the start of the term. By contract, faculty return three days before the start of each semester so that they are available to advise students. Admissions and registration forms can be accessed online and tuition payments can be made online.

**Academic advisors**<sup>223</sup> are available on a regular basis and an on-call counselor is available during the academic school year. Key services such as admissions and registration, the financial aid, counseling, and accommodative services are located in one building to better serve students, Building 2000- Student Services and Administration Building.

Hours of operation for student services can be found on the College website. The **Office of Accommodative Services**<sup>224</sup>, as an advocate for students, provides services to students needing accommodations. Accommodative services provide faculty with their accommodative service forms and faculty provide **student midterm progress reports**<sup>225</sup> to the Office of Accommodative Services. Programs that provide educational support services for students are located in the Student Support Services and Administration Building (Bldg. 2000). The hours for student services are available on the College website.

Students can register for classes online or in person. Students can also access their class schedules online.

## Analysis and Evaluation

The College offers registration in person or online. During peak times, extended hours are offered for registration, advisement, and the bookstore. Current hours of student services operation can be found on the college's website.

## Standard II.C.4

*Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

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<sup>223</sup> Academic advisors

<sup>224</sup> Office of Accommodative Services

<sup>225</sup> student midterm progress reports

## Evidence of Meeting the Standard

Co-curricular activities on campus provide a means for students to interact with others who have comparable interests. The Center for Student Involvement (CSI) oversees the college activities that provide an environment that is relaxing, socially responsible, and/or academically challenging. CSI offers many activities at the college including fall<sup>226</sup> and spring festivals and student conferences (i.e., Building a Stronger Workforce Conference and Students Leading Students Conference). The Council on Postsecondary Student Affairs (COPSA) is the major student governing body within the Center for Student Involvement. All enrolled college students are automatically members of COPSA. COPSA serves as a voice between students and administration and is an umbrella organization for the student organizations on campus.

The CSI maintains responsibility for all student organizations' processes and finances. Student organizations must submit requests for funding, receipts, and other documentation to the CSI. Some student organizations are associated with academic programs such as the Education Student Organization (ESO) and Society of Management Industry Leaders for Excellence (SMILE) and other organizations target special interests such as the Sports and Recreation Club (SPARC) for physical fitness and the Pacific Islands Student Organization (PISO) cultural group.

Currently, there are 20 chartered student organizations. Each student organization has faculty advisors. Monthly meetings are held with the student representative from the Board of Trustees. Monthly meetings with all student organizations provide a vehicle for organizations to share information and discuss issues and concerns.

Student organizations play an important role in festivals and other events. Each semester, a festival is held to celebrate diverse Pacific cultures. Student government officers are elected annually. Although the College does not offer any student athletics program, it is exploring the possibility of co-curricular athletics<sup>227</sup> such as men's basketball and women's volleyball.

## Analysis and Evaluation

The College is investigating the possibility of co-curricular athletics such as men's basketball and women's volleyball.

## Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful,

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<sup>226</sup> fall

<sup>227</sup> co-curricular athletics

and accurate information about relevant academic requirements, including graduation and transfer policies.

### **Evidence of Meeting the Standard**

Counseling faculty provide academic advisement to students in GCC postsecondary and adult high school programs. Secondary students enrolled in the College's secondary courses receive career counseling from the College's five counselors working at the six high schools. Additionally, all full-time faculty provide academic advisement to declared and undeclared students. Counselors and academic advisors provide students with information regarding the requirements of programs, including information about course transfers, and course sequencing and timing for graduation. Students are assigned advisors upon enrollment or declaration of a major.

The College website contains degree planners that students, counselors, and academic advisors can use. These planners provide the requirements for different programs. The Assessment and Counseling Department provides workshops to assist faculty in academic advising. Advisors have access to advisee's transcripts, schedules, degree evaluations, and contact information through the Banner System.

Students are often referred to faculty for in-depth questions about a particular academic or career and technical education field and faculty members are invited annually to counseling meetings to provide counselors with the most up-to-date information pertaining to department course offerings, requirements, and events. Counselors also provide referrals to various support programs available at the College.

Faculty members can also make referrals to the Assessment and Counseling Department, as needed, or for further services. Student educational plans are provided for all programs at the College. These plans are available online and in faculty offices. The plans provide students with a means to map out their coursework and program for several semesters. Plans are updated regularly as new requirements are added, or changes are made. Department chairpersons ensure that the plans are accurate, and curriculum is updated to ensure student success.

The Assessment and Counseling Department conducts regular assessment of its unit as part of the College's two-year assessment cycle. Through assessment and feedback, the College assures the quality of support services to students and faculty members. Many faculty members have been formally trained in academic advisement, and informal training is an ongoing process at the College.

Students are randomly assigned a full-time faculty member from their declared program as an academic advisor. Students often do not use their GCC email account. This can create more confusion and lead to bigger frustration and a negative impact on the student learning experience. Advisors have electronic means of contacting all advisees on their official list. They can also contact students via phone.

Project AIM's counselor participates in monthly meetings with the Counseling Department. The counselor is assigned a mentor and is cross-trained by the TRiO Director to access MyGCC's advisor board to successfully carry out the duties for academic advisement. The Project AIM counselor develops Individualized Education Plans in addition to reviewing midterm progress reports. Student forms and program processes are frequently reviewed and discussed to improve and support students' development and success in their respective programs.

### **Analysis and Evaluation**

The College offers student orientation in fall and spring semesters to introduce students to support services that can help them. Academic advising is available to students. Advisors go over the student's program of study with them and provide students with personalized information about their chosen major. Students receive a copy of their requirements. Students also receive information about articulation policies and the requirements for graduation.

### **Standard II.C.6**

*The institution has adopted and adheres to admission policies consistent with its mission. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.*

### **Evidence of Meeting the Standard**

The College is an open, public institution and the basic college admission requirements are that the student<sup>228</sup>, be a graduate of an accredited or recognized United States high school or equivalent or international high school equivalent program; at least 45 hours of college credit with cumulative GPA of 2.0 or higher; or be at least sixteen (16) years of age or older and have the ability to benefit from the education or training offered at the College and with a health clearance.

The College currently uses [ACCUPLACER](#)<sup>229</sup> placement test. In the past, it used the COMPASS test however, in October 2016, ACT discontinued the COMPASS test. In fall 2016, ACCUPLACER replaced COMPASS.

The Practical Nursing program is the only program with an entrance exam. Parameters of this exam are handled by the Allied Health Department. The requirements for admissions to the practical nursing program are printed on the schedule of classes each semester. The College catalog and website also contain information on admissions requirements.

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<sup>228</sup> [student](#)

<sup>229</sup> [ACCUPLACER](#)

The selection process<sup>230</sup> for the practical nursing<sup>231</sup> cycle is based on

- Completion of all General Education courses required for the PN program, with "C" grades or better.
- Program Grade Point Average (3.5 or higher)
- Entrance Exam Test Scores
- Essay (entitled: Why I Want to Be A Nurse)

In fall 2016, 2,410 students were enrolled<sup>232</sup>, page 35, in Guam Community College. One hundred fifty three (153) students completed degrees<sup>233</sup>, page 16. The total for all completions<sup>234</sup>, page 17, including students who received degrees, is 420. The College catalog contains information about articulation of courses to other colleges and universities.

### **Analysis and Evaluation**

The College has an open admissions policy requiring that students be at least 16 years of age, completed high school or equivalent, receive immunizations, and take a placement test in math and English, so that the student can be enrolled in the appropriate courses. The requirements for entrance into the practical nursing program are on the College's website.

### **Standard II.C.7**

*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Evidence of Meeting the Standard**

The College has an open admission policy. Placement tests place students into the appropriate English and math courses. The College currently uses the ACCUPLACER<sup>235</sup> instrument for placement into English and mathematics courses. Before October 2016, the College used the COMPASS test by ACT. ACT discontinued the COMPASS test. The ACCUPLACER is administered by the Assessment and Counseling Department. The Assessment and Counseling Department will review ACCUPLACER annually.

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<sup>230</sup> [selection process](#)

<sup>231</sup> [practical nursing](#)

<sup>232</sup> [enrolled](#)

<sup>233</sup> [completed degrees](#)

<sup>234</sup> [completions](#)

<sup>235</sup> [ACCUPLACER](#)

ACCUPLACER allows the College to identify the necessary steps to ensure that the appropriate course of study is tailored for the individual student to ensure academic success. The College considered several placement tests. The College needed a placement test that was “computerized<sup>236</sup> and Internet based, capable of providing immediate results, constructed for math and English placement, have [sic] essay component, capable for administrator to adjust placement rules, cost per unit, procure units from vendor immediately.” The ACCUPLACER<sup>237</sup>, by the College Board, best met the criteria for the placement test.

The Assessment and Counseling Department conducts an annual review of the entrance exam, ACCUPLACER. The practical nursing program has an entrance exam proctored by the Nursing & Allied Health Administrative Assistant. The program regularly reviews its admissions practice through the program review process.

### **Analysis and Evaluation**

The College uses ACCUPLACER, a standardized commercial test, to place students into the appropriate English and math courses. The ACCUPLACER is reviewed annually to ensure that it best meets the College’s criteria. The Practical Nursing Program has program admission requirements that are reviewed systematically.

### **Standard II.C.8**

*The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

### **Evidence of Meeting the Standard**

The Office of Admissions and Registration is responsible for maintaining student records permanently, securely, and confidentially. Electronic records are backed up on a daily basis.

The College has established policies for student records. Access to physical records is limited to Admissions and Registration personnel, and online access is password protected. Only the Office of Admissions and Registration personnel are authorized to make changes to student records. All other online access is limited to pdf read-only formats for counselors, advisors, and students.

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<sup>236</sup> [computerized](#)

<sup>237</sup> [ACCUPLACER](#)



Requests for official transcripts, certification of enrollment, and certification of graduation are made in-person and with a valid photo ID. Additionally, Admissions and Registration staff verify the ID prior to releasing documents. Should another person be authorized to pick up the document, the requestor must write the authorized person's name, and the authorized person must show a photo ID prior to picking up the document. Request forms are available on the College website and the Admissions and Registration Office.

Student records are maintained in a safe and secure manner. The records are in two fire resistant vaults, which limit the potential for exposure to fire. The Banner system provides a digital back up. The Office of Admissions and Registration routinely performs an inspection of the vault where the records are stored to minimize any potential hazard to the records.

The College adheres to the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. FERPA information can be found in the College catalog and FERPA statements are required on all syllabi. The Registrar conducts FERPA orientations for new employees, as needed and upon request. The policy for releasing student records can be found in the 2017-2018 College Catalog<sup>238</sup>,

### **Analysis and Evaluation**

The College limits access to student records. There is a college policy for the release of student records that can be found in the catalog. The College complies with FERPA and places the FERPA statement on all syllabi.

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<sup>238</sup> 2017-2018 College Catalog

### **Standard III: Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.*

*Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

#### **Standard III.A.1.**

*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Evidence of Meeting the Standard**

The Human Resources Office (HRO) handles all matters related to employment at the College. This includes recruiting, determining eligibility, and carrying out the process of hiring employees. The selection process for faculty, adjunct faculty, administrators, staff and limited term employees encompasses a well-monitored process that ensures the selection of the most qualified individuals.

The HRO develops and implements job related minimum qualification standards and determines acceptable qualifying experience and education criteria in accordance with local and federal labor laws, established professional standards, benchmarks set by other ACCJC accredited colleges, input from department chairs and deans, and best practices. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job announcements are publicly posted in Guam newspapers, in professional publications and on websites like the Guam Community College's website, hireguam.com maintained by the Department of Labor, and guamjobsonline.com. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.

The College assures the integrity and quality of its programs and services by requiring all applicants to submit a standardized Government of Guam Employment Application that includes supporting documents on professional and academic credentials such as degrees, certificates and college transcripts. The supporting documents are checked by the HRO to determine if the credentials claimed are acceptable to The Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Council for Higher Education Accreditation (CHEA). Degrees and transcripts from non-U.S. institutions are evaluated by the National

Association of Credential Evaluation Services.<sup>239</sup>

Between years 2011 to 2015, the number of full-time faculty members has increased from 51% to 67% as listed in the GCC Fact Book AY 2015-2016. In 2015, there were 114 full-time faculty and 57 adjunct faculty members employed at the College.<sup>240</sup>

Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the collective bargaining agreement. Faculty and Management negotiate the minimum qualifications for faculty which are outlined in the GCCFU/BOT Agreement 2010-2016. 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.<sup>241</sup>

The Job Specifications in Appendix A of the GCCFU/BOT Agreement outline the responsibilities of faculty by rank.

The Deans create the job descriptions with input from the chairperson of the respective department. This description is then forwarded to the HRO which determines if any selective factors are necessary. The HRO provides the job announcement to the public allowing a minimum of ten (10) days before the deadline to apply.

The Guam Community College Government of Guam Employment Application stipulates that "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." Certain positions, such as an administrative position, require that applicants give a presentation as a test of performance.

The Human Resources staff initially screen the applications to determine if the applicant meets the stated eligibility criteria then select up to five (5) applicants whose packets are referred to the hiring administrator of the respective position vacancy. He or she then assembles an interview panel consisting of an odd-numbered group ranging from 3 to 7, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. The department chair and often an additional faculty member also sit on the interview panel.

<sup>239</sup> Government of Guam Employment Application

<sup>240</sup> GCC Fact Book AY 2015-2016

<sup>241</sup> GCCFU/BOT Agreement 2010-2016

Selection recommendations from the panel are forwarded to the president/CEO for her final review and selection. The HRO then does a background and reference check and if there are no issues, sends the packet back to the President for her signature.

Adjunct faculty are hired at will for the duration of one (1) semester. They also submit the Government of Guam Employment Application complete with college transcripts and/or professional certification. Police and court clearances are requested upon employment offer. Department Chairs interview the potential adjunct, and make recommendations to the respective dean. The Adjunct Faculty SOP (2015-2016) on the website outlines the new adjunct pay rate as well as adjunct faculty contracts. The Adjunct Faculty Handbook outlines the duties, procedures and policies that adjunct faculty must adhere to.<sup>242</sup>

At the end of each semester, adjunct must complete the Adjunct Faculty Clearance Form.<sup>243</sup>

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 classes offered. The deans then determine which requests show the greatest need. This is done in discussion with the VP for Finance & Administration and the VP for Academic Affairs. The same process and criteria that are used in hiring LTAs are used for hiring full-time faculty. LTA positions are generally opened in the fall semester.

In 2015, there were 34 administrators (2015 GCC Fact Book). If the President and the Academic Vice President determine that an administrative position is needed, they develop the job description with input from the Deans. This information is then given to the President for approval. Once applications have been processed, the interview process is similar to the hiring of faculty. The interview panel consists of faculty members, the immediate supervisor of the position, an EEO officer, and other representatives from the College.<sup>244</sup>

As of 2015, there were 97 staff members as listed in the 2015 GCC Fact Book. The hiring eligibility criteria for staff positions 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 (Guam Code Annotated Title IV). Administrators determine the need for additional staff members, and prioritize requests based on data showing a sustained need.<sup>245</sup>

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<sup>242</sup> Adjunct Faculty SOP

<sup>243</sup> Adjunct Faculty Clearance Form

<sup>244</sup> Request to Recruit

<sup>245</sup> Guam Code Annotated Title IV

## Analysis and Evaluation

GCC's defined hiring procedures ensure that it hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Whenever new employees are needed, the job announcements in the institution's website clearly specify the qualifications for the position concerned, the procedures for screening applicants, and the criteria on which the selection of successful candidate is based. With the concurrence of the Board of Trustees, position descriptions are laid out in such a manner as to clearly identify responsibilities and duties. Furthermore, the institution makes sure that work descriptions are consistent with and supportive of the mission and goals of the College.

On July 7, 2010, GCC adopted Resolution No. 7-2010, which declared the College's support to the policy of distance education of Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). Distance Education Policy 340. The DE pilot courses ran during the Fall of 2015. Due to the fact that distance education was implemented only recently at the College, the hiring procedures have yet to include language or criteria specific to DE. Current faculty that teach DE courses, however, must meet requirements set by the VP for Academic Affairs such as an online teaching certification and a course in Moodle.<sup>246</sup>

## Standard III.A.2.

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, disciplinary expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

## Evidence of Meeting the Standard

Faculty employment applications, resumes and the interview process serve to establish whether or not faculty have adequate and appropriate knowledge of the subject matter. Additionally, as stipulated in the Agreement, new faculty must complete a minimum of one year on probationary status before they are granted permanent employment. They are held to the criteria found in the Job Specifications which includes illustrated examples of work. They are observed by their respective Dean and often by the department chairperson as well. The Record of Classroom Observations and Classroom Observation Guidelines (LINKs in Appendix A5 of the Agreement) defines effective teaching which the observer and evaluator will use when judging the new hire. These probationary faculty do not serve on institutional committees. At the end of the probationary year, faculty undergo an evaluation by their Dean. Department Chairs also provide input. All

<sup>246</sup> Distance Education Policy 340

faculty, whether full time, probationary, or adjunct, are evaluated yearly, and IDEA Surveys are administered in all classes during the fall semester ([Announcement for IDEA Surveys for Adjuncts](#)) which helps gauge a faculty member's effectiveness within the classroom. Deans can extend the probationary status, terminate, or make permanent the employment of the faculty.

A complete description of the requirements of each rank can be found in Faculty Job Specifications in the Agreement. Assessment and curriculum review are included for all ranks. Furthermore, the [Faculty Evaluation Rubric](#) is used to ensure that faculty comply with the job specifications by rank.

When the [Faculty Job Specifications](#) were updated in May of 2014, the minimum experience and training requirements included the criteria of a Master's Degree for faculty teaching in the areas of English, Social Sciences, Math, and Science (areas that are not considered within the trades). Out of 115 total faculty in these areas, only two were found to be without the required Master's Degree, one in English and one in Math. The complete list of faculty and administrators and their degrees can be found in the [GCC Online Catalog](#). Because these faculty members were hired before the change in Job Specifications, they will remain in their current rank, however without the degree they may not advance in rank or teach adjunct, as adjunct are hired at will. The College provides professional development funds and encourages faculty to continue their education so they may meet the minimum requirements for advancement in rank.<sup>247</sup>

Both fulltime and adjunct faculty are evaluated by students using the IDEA Survey every fall. The [IDEA Student Ratings of Instruction Survey Report Fall 2014](#) found that: GCC classes consistently perform well in terms of progress on relevant objectives. Participating GCC classes (n=383) made better progress on relevant objectives compared to classes in the IDEA database (n=44,455) and the institution (n=1,635). GCC students continue to have a positive regard for faculty and courses. Compared to the IDEA database, GCC students place a higher regard for faculty and perceive their courses more positively. In general, GCC students continue to have a positive perception of teaching effectiveness at the College. Compared to the classes included in the IDEA system (n=44,455), GCC students who responded to the survey continue to perceive the teaching effectiveness of their professors in a more positive light.

Additionally, faculty have been recognized for contributing work in their disciplines and as role models. For the past three years, GCC faculty have won the Government of Guam MAGPRO Award of Excellence in Higher Education. 2015 MagPRO Winners and Nominees, 2016 MagPro Winners and Nominees.<sup>248</sup>

Other faculty accomplishments include:

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<sup>247</sup> Faculty Job Specifications pp.121-143

<sup>248</sup> Award of Excellence in Higher Education 2016; Award of Excellence in Higher Education 2015

-English faculty have published creative work such as an illustrated children's book in Chamorro, the native language of Guam, as well as essays and poetry in anthologies such as Storyboard, Local Voices, and Word of Mouth: Pacific Stories from Guam.

-English faculty organized a political status "teach-in" in which the chairpersons from each of the Decolonization task forces presented the merits of their status options. The event was attended by over 200 students.

-A faculty member from the Math and Science Department traveled to Washington DC with a delegation from Guam and the Commonwealth of the Mariana Islands to lobby for the marine sanctuary designation of the Mariana Trench Marine Monument. Their nomination for sanctuary designation was accepted.

Faculty who express interest in teaching DE must fulfill two requirements the semester before being scheduled to teach online. Faculty must obtain an online teaching certificate such as the Certificate for Online Adjunct Teaching (COAT), and complete a Moodle course or Learning Management Software (LMS) training through Remote Learner, GCC's third party vendor for remote server hosting, or a CE course offering Moodle teaching.<sup>249</sup>

In December of 2016, a DE Faculty Liaison was appointed to connect, monitor, and invigorate the various components of DE on campus, inclusive of administrators, staff, faculty and students. The liaison will collect data, mentor faculty, discuss DE with current and interested faculty, and conduct Moodle brown bag workshops. Teaching Distance Education<sup>250</sup>

### **Analysis and Evaluation**

The College faculty are well qualified by their education, experience and industry certifications to offer courses and programs of study which achieve the mission of the College. Faculty credentials are found at the back of the Academic Year 2015-2016 Catalog published by the College in both print and online formats. For all faculty job applicants, qualifying criteria include instructional skills, professional experience, scholarly pursuits, and field expertise. To strengthen the institution's adherence to its mission and goals, applicants are also screened for their potential to be team players with current employees. Aside from these criteria for employability, prospective hires are expected to be able to develop tools to assess students' learning, formulate curricular changes if necessary, and review assessment instruments to address curricular changes.

The probationary year that all new hires must complete allows the College to determine if he or she has adequate knowledge of the subject matter and the requisite skills needed. The observations serve to assess the fit of the instructor within the classroom, and input from department chairs often speak to fit within the department. Furthermore, IDEA surveys give more information as to the effectiveness of a probationary hire before he or

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<sup>249</sup> Memo from Dr. Ray - VPAA

<sup>250</sup> Teaching Distance Education

she is made permanent. The hiring process yields highly qualified faculty who are committed to their disciplines and student success.

### **Standard III.A.3**

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

#### **Evidence of Meeting the Standard**

Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for administrators. Additionally, illustrative examples of work and minimum knowledge, skills and abilities are listed. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities. (see [Appendix A](#)). The hiring process for administrators is similar to the process for hiring faculty which begins by submitting the Government of Guam Employment Application and continues through the interview process (see Standard 3A1). For academic administrator positions, such as the president, vice president, deans, and associate Deans, faculty assist in creating interview questions, sit on the interview panel, and make recommendations for selection. All new hires hold a probationary status for a minimum of one year which may be extended.

The [Job Specifications for Administrators \(Appendix B\)](#) outline the roles and responsibilities for each of the different types of administrators. Job Specifications are reviewed regularly and may be updated by the BOT as needed.<sup>251</sup>

At the end of every academic year, administrators undergo an extensive performance evaluation based on the goals they have outlined for the year. See Standard 3A5. Since 2012, all administrators have been at or above satisfactory in the evaluation as evidenced by the [Administrator Salary Increments 2012-2015](#).<sup>252</sup>

All administrators currently employed at the College meet the minimum qualifications for their respective positions. The credentials for all administrators can be found in the [GCC Catalog](#).

#### **Analysis and Evaluation**

The hiring process of administrators ensures that only highly qualified individuals with the appropriate degrees and qualifications fill administrative positions. Additionally, the probationary year allows evaluators to determine the effectiveness and fit of the individual at the College before giving permanent employment to the individual. Performance evaluations show that administrators not only possess the qualifications

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<sup>251</sup> Job Specifications for Administrators

<sup>252</sup> Administrator Salary Increments 2012-2015



necessary, but also continue to develop those qualifications through professional development. See Standard 3A14.

### **Standard III.A.4**

*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

#### **Evidence of Meeting the Standard**

HRO personnel are responsible for researching the information listed on the employment application and resume. This includes verifying schools, diplomas, degrees, certificates and/or college transcripts in all submitted application packets. The Guam Community College Government of Guam Employment Application stipulates that “Transcripts from institutions outside of the U.S. must be certified as a Comprehensive Course-by-Course Report by a National Association of Credential Evaluation Services (NACES) member organization [www.naces.org](http://www.naces.org).”

The Determining Acceptance-Edu Diplomas, Degrees or Certificates SOP outlines HR’s procedure. HRO personnel are required to determine if the credentials claimed are acceptable to the Western Association of Schools and Colleges (WASC), and the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards. HRO also requires that degrees or transcripts received from schools or colleges outside the U.S. by the Council for Higher Education Accreditation (CHEA) or USDE be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES). NACES is an association of private foreign educational credential evaluation services recognized by CHEA.<sup>253</sup>

#### **Analysis and Evaluation**

All degrees held by current employees are acceptable to the WASC. The IDEA Student Survey results (see Standard IIIA2) consistently show that the hiring process yields qualified and effective employees. Additionally, the percentage of faculty and administrators who receive satisfactory or above on yearly evaluations is further evidence of this. We believe that the College meets this Standard.

### **Standard III.A.5**

*The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage*

<sup>253</sup> Determining Acceptance-Edu Diplomas, Degrees, Certificates

*improvement. Actions taken following evaluations are formal, timely, and documented.*

### **Evidence of Meeting the Standard**

The College's full-time faculty, adjunct 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 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. 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. 2015 Description of Performance Factors for Staff in Administrative Directive 95-001 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.<sup>254</sup>

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 (0 to 5). A score of 3 (on the respective performance factor) means a satisfactory performance and score below a 3 means a marginal to an unsatisfactory performance. A score of 4 means the employee exceeds expectation and a score of 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

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<sup>254</sup> 2015 Description of Performance Factors for Staff in Administrative Directive 95-001

and 13 in part B of the staff performance evaluation instrument.

Staff employees are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.

To evaluate administrators, the College implemented a new performance evaluation tool effective January 2012. 2016 Work Planning and Performance Evaluation for Academic Administrators In an effort to make assessment better reflect the true measure of job quality, this new tool was designed to place more emphasis on “professional competence/professional standards” versus work required. The new tool, which is administered at the beginning of the calendar year (January), has a 5-point rating scale where 5 represents outstanding performance, 4 above satisfactory performance, 3 satisfactory performance, 2 marginal performance, and 1 unsatisfactory performance. Patterned after a pay-for-performance model, the new performance evaluation tool also defines the five categories of performance measures. In the beginning of the calendar year, administrators meet with evaluators to outline their specific goals for the year. In June, 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.<sup>255</sup>

In the beginning of the 2016-2017 calendar year and prompted by the creativity of the President, administrators aligned each of their performance goals in the evaluation process with an ACCJC standard. For example, the Human Resources Administrator linked one of her work planning and performance evaluation goals, *managing the performance evaluation system*, to this very standard. Evaluators are now able to see which standards are receiving the most attention from administrators, and which may need more.

2012 President's Performance Appraisal Report The president is evaluated every June by the Board of Trustees. At this evaluation meeting, new goals and objectives are set by the Board and discussed with the President.<sup>256</sup>

Faculty are evaluated based upon the guidelines established in Article X – Performance Appraisal of the GCCFU/BOT Agreement. The evaluation process for faculty is designed to be supportive, identify areas of improvement, foster innovation in teaching delivery, and encourage changes in behavior and attitude, if necessary. A salary adjustment in salary is given to faculty who are rated at satisfactory or above.

2015 Evaluation Rubrics for Non-Instructional Faculty<sup>257</sup>

2015 Evaluation Rubrics for Instructional Faculty Secondary<sup>258</sup>

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<sup>255</sup> 2016 Work Planning and Performance Evaluation for Academic Administrators

<sup>256</sup> 2012 President's Performance Appraisal Report

<sup>257</sup> 2015 Evaluation Rubrics for Non-Instructional Faculty

<sup>258</sup> 2015 Evaluation Rubrics for Instructional Faculty Secondary

### 2015 Evaluation Rubrics for Instructional Faculty Postsecondary<sup>259</sup>

### 2015 Evaluation Rubrics for Department Chairperson<sup>260</sup>

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.

With the new Faculty Evaluation Tool utilized for the first time in 2015, the five evaluation criteria are: (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**

GCC's process and procedures for evaluating its employees are designed to improve job performance and enhance professional development. The evaluation process for all employees is well-documented and extensive, assuring that improvement is an ongoing process at the College. Additionally, with the revision of the evaluation tool for faculty, more flexibility has been given for projects and other activities that support the Institutional Strategic Master Plan (ISMP).

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<sup>259</sup> 2015 Evaluation Rubrics for Instructional Faculty Postsecondary

<sup>260</sup> 2015 Evaluation Rubrics for Department Chairperson

**Standard III.A.6.**

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

**Evidence of Meeting the Standard**

Faculty, academic administrators, and other personnel directly responsible for student learning are evaluated by instruments that inquire how well these employees use assessment of learning outcomes to improve outcomes of students' learning. The 2015 Evaluation Rubrics for Instructional Faculty Postsecondary, for example, includes institutional assessment of program and course learning outcomes as an element in the first ISMP Goal 1, which is Retention and Completion.

All instructional faculty, according to Faculty Job Specifications, are actually tasked to participate in the institutional assessment process and utilize the results to make teaching and learning better. These job specifications are included as Appendix A-1 in the Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees of Guam Community College for Faculty 2010-2016. To determine if the desired student learning outcomes are being met, College employees directly involved in the instructional process use Nuventive TracDat for the analysis and evaluation of actual assessment results.<sup>261</sup>

Tracdat also shows budgetary implications for the maintenance or improvement of teaching and learning. Faculty identify one or more SLOs for a particular course, and then follow a two-year assessment cycle schedule which includes uploading evidence to gauge whether or not the SLO is being met. After SLO results have been inputted, the faculty member must put in how the results will be used for improvement in TracDat's Data Collection Status/Summary of Results tab and sub-tabs. The GCC Two-year Assessment Cycle Schedule, Fall 2014 outlines this process, and a TracDat Input Memo is submitted on or before each deadline.<sup>262</sup>

According to GCC's Academic Vice President, "...we can monitor annual progress of individual programs or services through the stages of planning, data collection, reporting and implementation of results. We are thus able to document incremental improvements that programs or units have put into practice over time, and most importantly, the impact of these improvements in sustaining student learning and achievement at the College." (from Guam Community College TracDat Case Study).<sup>263</sup>

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<sup>261</sup> Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees of Guam Community College for Faculty 2010-2016

<sup>262</sup> GCC Two-year Assessment Cycle Schedule, Fall 2014

<sup>263</sup> Guam Community College TracDat Case Study

Additionally, students also participate in the evaluation of SLOs through the IDEA Student Survey. Students rate their experiences in each class including areas which fall under “Student Ratings of Learning on Relevant Objectives” such as “developing creative capacities”, “learning to analyze and critically evaluate ideas, arguments, and points of view” and “learning to apply course material”. The IDEA Survey is used by all post-secondary faculty in their annual evaluation. As part of the evaluation, faculty include a narrative for each Institutional Strategic Master Plan goal in which they can describe the ways in which they have used the results of the students’ assessment of learning outcomes to improve teaching and learning.

The improvement of teaching and learning is partly evaluated by means of the classroom observation process that determines whether the faculty uses a sufficient number and variety of methods to assess learning and whether the assessments mirror the goals that are stated in the student learning outcomes. This process focuses on the ability of the instructor to create an atmosphere where learning experiences can take place and where students can feel comfortable to express and share ideas and opinions. Upon their review of the assessment results, faculty members can improve the content delivery of their courses and sequencing of topics in accordance with teaching and learning outcomes. Results of classroom observation provide the faculty member the opportunity to make appropriate adjustments and improvements in his or her teaching methods.

### **Analysis and Evaluation**

Quality of teaching is assured by requiring a prescribed evaluation process administered at regular intervals and in a formal written process. The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. The College evaluates its faculty by using classroom observation and key indicators grouped in four ISMPs. The key indicator or elements in the evaluation process include the effectiveness of instructional delivery, content expertise, course management, institutional assessment, professional development/ scholarly activity/ creative endeavors, enrollment management, and institutional involvement. Additionally, part of the performance expectation is the ability of the instructor to demonstrate superior knowledge of current teaching methodology and apply them in ways that stimulate independent learning in the students. This involves creativity in building the lesson and utilizing previous lessons to heighten students’ learning of the material in a well-organized manner.

Student learning outcomes play a huge part in the College’s institutional planning, resource allocation, and decision making. The adherence to learning outcomes is effectively analyzed and evaluated by Tracdat.

### **Standard III.A.7**

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

## Evidence of Meeting the Standard

The hiring of faculty is in direct response to program review and the continuous growth in enrollment numbers. The number of full-time and adjunct faculty teaching postsecondary students at the College is based on the needs of different academic departments for their classes. The number of classes to be offered is usually determined by pre-semester surveys that ask prospective students which courses they are planning to take in the following semester. Class size varies depending on course, and range from 20 to 30 students per section. According to the data on page 34 of the 2015-16 GCC Fact Book Vol. 10, the ratio of full time faculty to adjunct faculty has risen each year since the last accreditation visit from 55% in 2012 to 67% in 2015. The College currently employs 114 full-time faculty members (2015 data). The complete listing of the numbers and ranks of all full-time faculty members can be found in the Fact Book.<sup>264</sup>

Faculty responsibilities range from participatory governance to enrollment management. According to Faculty Job Specifications in Appendix A-1 of the GCC Final BOT-Local 6476 AFT/AFL-CIO Faculty Agreement, faculty responsibilities include writing and revising curriculum documents, advising assigned students and student organizations or activities, and assessment of SLOs in addition to maintaining a high standard of teaching. The GCC Fact Book Volume 10 shows student retention rates from Fall 2015 to Fall 2016 are the highest ever, at 51% of students. Additionally, course completion rates were significantly higher in the fall of 2015 than ever before, at 84%. While it is not possible to draw the conclusion that this data is solely related to faculty efforts, part of the evaluation of faculty does include a section on the Institutional Master Plan goal of retention and completion; thus we may say that since faculty evaluations show that all faculty performed at satisfactory levels or above since 2013 as evidenced by Faculty Salary Increments 2013-2016, they are making concerted efforts in the areas. Surely credit for student success must be shared by all levels of the College.<sup>265</sup>

Additionally, the GCC Fact Book Volume 10 boasts 100% of courses with SLOs currently being assessed. SLO assessment is a faculty responsibility that is integral to the College's mission of providing the highest quality, student-centered education and job training for Micronesia.

## Analysis and Evaluation

The College continues to maintain a sufficient number of qualified faculty members to carry out the mission of the institution. Areas such as assessment of SLOs and retention and completion show evidence that faculty are fulfilling their responsibilities both within and outside of the classroom.

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<sup>264</sup> 2015-16 GCC Fact Book Vol. 10

<sup>265</sup> Faculty Salary Increments 2013-2016

### **Standard III.A.8**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

#### **Evidence of Meeting the Standard**

Adjunct faculty is defined as a part-time limited term employee of GCC hired on a contractual basis on an Employment-at-Will contract. Program Specialist, Department Chairpersons, or the Assistant Director for the Continuing Education Courses and Human Resources (HR) Administrator are tasked with the recruitment of Adjunct Faculty. Adjunct applications submitted to HR are filed and official rating of applications made upon receipt of a department's request to hire an adjunct faculty. Upon hire, HR prepares an Adjunct Faculty Contract once list of courses and/or course permission form, funding source, and updated Master Schedule on Banner are completed by the chairperson who is tasked with supervising and evaluating each adjunct.

Upon hire, each adjunct faculty must attend an orientation prior to the start of their assignment and is provided a hard copy and access to the electronic copy the Adjunct Faculty Handbook in the GCC website. In addition the faculty verifies acceptance of the assignment by signing an Adjunct Class Assignment and Checklist Form listing required assignments, TB clearance signed off by the nurse, and a checklist of acceptance of assignments which includes the required reading of the Adjunct Faculty Handbook – a comprehensive guide for all adjuncts. Through this form, they also identify their willingness to teach at a reduced rate should the course enrollment fall below 13 students. Throughout the semester, procedures for daily attendance exist and by the end of the semester, each adjunct submits and signs a completed Adjunct Faculty Clearance Form before receiving his/her final semester pay.<sup>266</sup>

The adjunct faculty evaluation process is based on both formal and informal classroom observations by the associate dean and the department chairs. Although the recruitment of adjunct faculty is the responsibility of the department chairs or the Assistant Director for Continuing Education, the associate dean is responsible for evaluating all adjunct faculty.

The evaluation process for adjunct faculty begins with the submission of the syllabus at the start of every fall and spring semester. The department chairs and associate dean are responsible for ensuring that the syllabi submitted by adjunct faculty meets and contains all of the necessary items required by their contract, including course number/section, instructor, course content/summary, course requirements, evaluation criteria and course SLOs. The associate dean is responsible for scheduling both formal and informal classroom observations as part of the evaluation process. Upon completion of the

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<sup>266</sup> Adjunct Class Assignment and Checklist Form



observation, the associate dean formalizes all the notes gathered during the observation and prepares a formalized feedback sheet, which is given to the adjunct faculty. Department chairs also have a responsibility to observe adjunct faculty in their departments. Should the results of the observation yield major concerns, further discussions will take place between the associate dean and the respective department chairperson, or the Assistant Director for Continuing Education and Workforce Development to determine the next steps to be taken.

Adjunct are also given GCC email access, and training is given on the website and Course Studio which offers a homepage for each of their classes. Adjunct dates for contract signing and pay dates are posted on MyGCC, as are school-wide announcements and documents such as the class make-up form, Adjunct Faculty SOPs, policies and job announcements.

Professional development opportunities for adjunct have become more frequent. The Adjunct Spring 2017 Pedagogy Training offered four introductory sessions of two hours each on the most current information and best instructional practices in the areas of Instructional Delivery; SLOs and Instructional Alignment; Learning Styles/Brain Research and Implications for Teaching and Learning; and Education and Adult Learning Theories. Adjunct faculty members were compensated if they completed all four modules.<sup>267</sup>

Additionally, two 45 contact-hour adjunct professional development courses (Methods I and Methods II) were offered free of charge in the Spring 2017. Adjunct earned Continuing Education Credits and increased credentialing in teaching and learning in addition to content related to effective instruction. The content covered were:

- essential elements of effective instruction
- learner-centered strategies
- CTE teaching standards
- standards-based lesson plans
- keys to classroom assessment quality
- using classroom data to improve instruction
- types of assessment
- designing effective assessments
- aligning assessment with CTE standards and SLOs

### **Analysis and Evaluation**

Employment policies and practices providing for the orientation, oversight, evaluation, and professional development of adjunct faculty are defined in the College's Procedure for Adjunct Faculty & Educational Consultant Contracts each academic year, as well as the Adjunct Faculty Handbook. Opportunities for professional development have been increased, and the College is committed to continuing opportunities for adjunct faculty to

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<sup>267</sup> Adjunct Spring 2017 Pedagogy Training

be integrated into the life of the Institution.

Department Chairpersons play a large role in working with adjunct if any issues, concerns or questions arise. The relationships they foster with adjunct faculty members make it possible to maintain a consistent pool of adjunct, many of whom have taught at the College for years.

### **Standard III.A.9**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.*

#### **Evidence of Meeting the Standard**

The College assesses its use of human resources through its planning, performance budgeting, assessment process and program review. Human resources planning is systematically linked to institutional planning through these elements. The effective use of human resources is systematically assessed for continuous improvement through each unit/department assessment plan and report. The strategic framework for institutional effectiveness requires that the Human Resources Office indicate its relationship to the institutional mission and institutional goals in the planning and assessment process. Budget requests and resource needs are based on documented, data-driven evidence.

Human Resources is integrated into the planning process to ensure that the College is recruiting effectively and adequately supporting existing employees in order to meet the demands of all programs. Adhering to the institutional effectiveness process, which serves as the heart of the strategic planning framework for institutional effectiveness, programs must provide evidence related to the stated hiring criteria and demonstrate that the requested position supports program and institutional goals.

Additional staffing needs are discussed in management team meetings attended by the College president, vice president for academic affairs, vice president for finance and administration, deans and administrators of the different departments. Requests for additional staffing are reviewed using available unit assessment plan/reports, program review information and any additional information made available by departments requesting the additional personnel.

The determination for appropriate staffing levels begins at each program or department.

#### **Analysis and Evaluation**

The College strives to meet the goal of selecting and developing highly qualified staff by ensuring a fair and rigorous recruitment process and by providing numerous professional development opportunities (see Standard III.A14). The use of program review data and

results provide a direct link between resource allocation and institutional planning. The request for hiring of additional personnel is supported by program review reports and other related assessment data.

### **Standard III.A.10**

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.*

#### **Evidence of Meeting the Standard**

The College employed a total number of 34 administrators in 2015. Board Policy 140 includes the Guam Community College Organizational Chart which shows the areas of administrative positions and the offices under which they fall.<sup>268</sup>

The GCC Academic Catalog 2015-2016 lists all administrators, their positions, and their degrees and qualifications.<sup>269</sup>

GCC makes intentional decisions based on assessment; as described in Standard 1, the GCC Data-Driven Dedicated Planning (3DP) Process ensures that all decisions tied to the budget come from the College's assessment. Administrative and Student Services Units are assessed by the appropriate administrator or program coordinator. Just as the process for creating new staff and faculty positions, the data and/or compliance component must show the need for a new position.

A recent example of the creation of a new administrative position based on assessment is the reorganization of some college divisions into a new school, the School of Career and College Success (SCCS) The College's management team decided that students needed more preparation before they entered college-level classes. There are five areas that share the goal of preparing students to enter college-level classes: developmental education (Math and English), Adult High School, Student Services, Project AIM/ Reach for College, and Secondary Education. These areas were brought together under the name CCR. Faculty shared their concerns with the reorganization of departments, thus management slowed the process and put an administrator in charge of working with the five areas to design this new school. Meetings were held every Friday and an outside consultant was hired to facilitate the process. The assignment of this administrator to SCCS caused the need to shift another administrator into her place, thus causing an opening in the oversight of secondary programs. The College hired an associate dean to fill this position.

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<sup>268</sup> Guam Community College Organizational Chart

<sup>269</sup> GCC Academic Catalog 2015-2016

## **Analysis and Evaluation**

The College is committed to continual improvement with data and assessment as the impetus for all growth. To this end, administrative positions are created based on ever-changing needs and filled by individuals with the appropriate preparation and expertise to support the College's mission and purposes.

The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators and staff to support its programs and services via its institutional assessment process and program review and an assessment of community needs. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment. The College continuously evaluates the effectiveness of the number and organization of its administrators to support its programs and services via its institutional assessment process and program review.

### **Standard III.A.11**

*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

#### **Evidence of Meeting the Standard**

Guam Community College has developed and established a written set of policies and procedures which are published on the College's MyGCC portal under two different tabs: Employee Services and Governance, depending on the type of policy. Employee Services has the employment specific policies such as the GCC Social Media Policy and the Sexual Harassment and Sex Discrimination Prevention Policy 185. All of the Board policies are listed under the Governance tab. Additionally, all policies are listed on GCC's public website under the link to the Board of Trustees. These policies and procedures are easily accessible electronically and hard copies are also available at the appropriate college offices and departments. There are also posters and signs throughout the campus such as the one for the Tobacco, E-cigarette and Betelnut-Free Campus policy, and posters inside classrooms for evacuation and emergency procedures. If and when further questions arise, administrators provide advice and clarification to ensure fair, equitable and consistent implementation and practice of these policies and procedures.

GCC assesses its personnel policies and procedures periodically for currency and adherence to local and federal laws governing personnel matters. In early 2015, for example, an incident at a neighboring institution caused the College to review its Sexual Harassment policy, which needed to be updated and the procedures clarified. The President of the College tasked the Assistant Director of Communications and Promotions to take the lead in organizing a group of faculty, students, staff, and administrators such as the Program Specialist of Accommodative Services (who is trained in Title IX law), a representative from HR, and the Environmental Health and

Safety Administrator. The group reviewed the existing policy, researched policies from other institutions, and then crafted a policy specific to the needs of the College. GCC students even joined University of Guam students in a Legislative roundtable to discuss the College's updated sexual harassment policy (April 2016 Chachalani). A draft was sent to the President who gave her feedback which was then incorporated into the draft. Once the policy is completed, it will be published on the MyGCC portal, posters will be made and hung around campus, and students will make an informational video to bring awareness to the College's dedication to the prevention of any form of sexual harassment. Finally, in the Fall of 2015 and the Spring of 2016, faculty underwent a mandatory series of online trainings (Workplace Harassment Fundamentals/Higher Education) and face-to-face trainings given by HR during the College's convocation. Adjunct faculty also completed the online training in the Spring of 2017.

The institution administers its personnel policies and processes consistently and equitably and these are all explained through employee orientations and trainings together with written and signed contracts of understanding. The Human Resources Office (HRO) also undergoes regular training through webinars and conferences. Additionally, the HR Administrator is certified to conduct trainings in all areas of HR. She holds SHRM-SCP and SPHR certifications. HRO conducts trainings for all new employees upon hiring. HRO also conducts periodic trainings for faculty, staff and administrators on policies and key procedures such as preventing sexual harassment, violence in the workplace, equal employment opportunities and many others. Many of these training opportunities are mandatory for faculty, staff, administrators, and others are open to students, and all personnel.

- On September 18, 2015, Title IX Training was conducted by Mr. John Payne, from the office of Accommodative Services. (Evidence: GCC College Assembly September 18, 2015 Agenda)
- On September 18, 2015, Sexual Harassment Training was conducted by Human Resources Administrator, Joann Muna. (Evidence: GCC College Assembly, September 18, 2015 Agenda)
- On September 17, 2015, a Mandatory Federal Work-Study Workshop for Supervisors was conducted at the MPA.
- On October 2, 2015, an Awareness & Sensitivity Regarding Persons with Disabilities Training was conducted at Room 5108 (Training under the Office of Accommodative Services in partnership with SiNA & Guma' Mami.) SiNA is a non-profit community organization run by persons with disabilities. It provides advocacy for all persons with disabilities.
- On October 7, 2015, faculty and students participated in the kick-off event for Family Violence Awareness Month, under title IX Office and the Environmental Health & Safety Office of GCC, a member of the Guam Coalition against Sexual Assault & Family Violence at Skinner Plaza.
- On October 23, 2015, Stop Abuse For Everybody (S.A.F.E.) Training was conducted at the GCC Multipurpose Auditorium facilitated by the Office of Accommodative Services. This awareness training covers sexual, physical, emotional, and financial abuse, and neglect of persons with disabilities.

## **Analysis and Evaluation**

The College has developed a wide range of policies, rules and procedures which provide a clear set of guidelines for the fair and impartial treatment of faculty, administrators, and staff. Policies and procedures are posted online for the public and the GCC community. New and continuing personnel are kept up-to-date through regularly scheduled trainings and orientations.

The College's personnel rules and procedures are available for information and review through the Human Resources Office. The institution also establishes and adheres to written policies ensuring fairness in all employment procedures. In addition, Guam Community College's Equal Employment Opportunity (EEO) representatives and HRO have regular trainings to ensure that they are up-to-date with EEO policies.

### **Standard III.A.12**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

#### **Evidence of Meeting the Standard**

Guam Community College demonstrates, through its policies and practices, an appropriate understanding of and concern for issues of equity and diversity. The institution is aware that these policies and practices are very important and necessary for the effectiveness and health of the Institution. Guam Community College value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals. Diversity - GCC's Core Value 1.

For the past 10 years (2006 - 2015) Guam Community College has served a total of 19 different ethnic groups for its post-secondary student population. The five largest ethnic groups are Asian or Pacific Islander (API)-Palauan (2%), White Non-Hispanic (3%), API-Chuukese (6%), API-Filipino (38%) and API-Chamorro (51%). This means that 97% of students and a similar percentage of employees are Asian or Pacific Islanders here at the College. These data is found in the GCC Fact Book Volume 10. GCC is considered a minority majority institution and is recognized as eligible to apply for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grants.

Human Resources Office (HRO) hires locally for many important reasons. Among these are: 1. Ties to the island. Individuals are more likely to stay longer serving with the College which equates to sustainability of employment. Data and comparison with other local institutions show that nonlocal hires are less likely to stay. 2. Government of Guam law requires to hire locally before recruiting from off-island. 3. There is higher cost involved in hiring from off-island so this is done only if there is critical shortage or urgent need for personnel in specialized fields.

Guam Community College provides a variety of accessible and effective programs and services such as the GCC Wellness Program and Health Insurance benefits FY2017 Health Insurance Brochures, among others.<sup>270</sup>

In addition, the Tuition Benefit program for employees provides tuition benefit for employees' spouse and dependents. Professional development is offered through the Staff and Administrator Professional Development Program and the Professional Development Review Committee (see Standard III.A.14.)<sup>271</sup>

### **Analysis and Evaluation**

The College demonstrates an understanding of issues of equity and diversity through a number of policies, practices and initiatives. The College also understands the need for administrators and leaders to develop a mindset valuing diversity and considering it as an essential resource to an organization. GCC is a multicultural institution as evidenced by its diverse student population, as well as a multicultural representation among its faculty, administrator and staff ethnicities as reflected in the IPEDs. Employees of the College are members of a unique environment where interaction with diverse, multicultural student populations and faculty groups are a daily occurrence. The College's commitment to equity in serving Guam's diverse community permeates the College community.

The College is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. Equal employment opportunity and a respect for diversity are evident in the hiring policies and procedures of the College. Furthermore, EEO guidelines are followed and emphasized at every step of the hiring process. All newly hired employees are required to read and acknowledge their awareness of the College's discrimination and sexual harassment policies and procedures. GCC's EEO related policies reiterate the College's zero-tolerance toward discriminatory or harassing behavior towards employees or students. The College's Discrimination-Sexual Harassment Policy (Policy 185) and the Affirmative Action Policy (Policy 160) were adopted by the Board of Trustees, after careful review in September of 2008.

The College's human resources personnel stay abreast of emerging issues related to diversity and equal employment law by maintaining membership in the Society of Human Resources Management (SHRM) Guam Chapter. In 2009 and 2010, the Human Resources Administrator held the position of Guam's SHRM Chapter President which allowed her to stay current with EEO and Sexual Harassment issues and therefore provide timely diversity training to the human resources staff and the whole College community under her supervision. Since 2013, she has held the position of the SHRM Pacific Council State Director overseeing Guam and Northern Mariana Chapters.

The Human Resources Office annually assesses, tracks and analyzes its record in employment equity and diversity for all personnel when submitting its Human Resources report to the Guam Department of Labor and is documented in the 2014-2016 Workforce

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<sup>270</sup> FY2017 Health Insurance Brochures

<sup>271</sup> Tuition Benefit program

Advisory Committee Handbook. This report includes both a workforce and utilization analysis as mandated by local and federal regulations. The Human Resources Office compiles this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in the College's employee listing. (2012 ISER, p.160-161)

The College is committed to continuously evaluate and periodically amend the Code of Ethics Policy for all GCC constituents to align processes and procedures, as necessary and appropriate.

### **Standard III.A.13**

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

#### **Evidence of Meeting the Standard**

In support of its mission, Guam Community College has adopted the ideals of scholarship, lifelong learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect, and professional integrity. The College is guided by the belief that a sense of true community is achieved when these ideals and values are reflected in the behavior of its members toward one another. The College has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. Although standard Government of Guam policies and procedures guided the code of conduct of employees in the past, those policies and procedures were deemed both outdated and obsolete. As a result, the Professional Ethics Committee of the Faculty Senate created a new Code of Ethics policy. The new policy was adopted by the Board of Trustees as Code of Ethics Policy 470 on March 6, 2008, through Resolution 6-2008, to further re-enforce and cover subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for all employees. In addition, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy in its commitment to uphold professionalism and code of conduct to its highest level. This latter policy was recently reviewed and re-adopted to reflect currency with the ongoing campus discussion on ethical conduct for all GCC constituents.<sup>272</sup>

Article XIV of the GCC Final BOT-Local 6476 AFT Faculty Agreement ensures that unacceptable conduct and performance issues are addressed promptly and appropriately. This article also sets forth the guidelines and procedure by which to informally through counseling and/or formally through disciplinary action address improper behavior and poor performance. Appendix G of the Agreement states the range of penalties for stated offenses.<sup>273</sup>

Newly hired employees are required to read, acknowledge and sign their awareness of the

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<sup>272</sup> Board of Trustees Code of Ethics Policy 470

<sup>273</sup> GCC Final BOT-Local 6476 AFT Faculty Agreement



College's discrimination and sexual harassment prevention policies and procedures (2012 ISER, p.159).

An updated workshop/training on Sexual Harassment was held on September 18, 2015. This training was mandatory for all faculty, administrators, and staff of GCC. Employees were also required to take a mandatory training entitled Workplace Harassment: Fundamentals-Higher Ed (2015-2016), an online certification program by [edurisklearning.org](http://edurisklearning.org). Adjunct faculty also completed these same online trainings in the Spring of 2017. The Sexual Harassment and Sex Discrimination Prevention Policy 185 was amended and adopted in March of 2016.<sup>274</sup>

In July of 2013, a memorandum from the Office of the President (GCC Email Accounts) outlined the GCC E-mail Account Policy which included the ethical responsibilities of employees and students when using e-mail account services (defined to include all offerings encompassing e-mail, calendaring, contacts and contact management, aliases, mailing lists and list management).

The minutes for the Professional Ethics Committee from AY 2009-2010 (<http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/pec2010.pdf>) show the development of the procedures for handling complaints of violations of faculty ethics. Under this procedure, the Faculty Senate examines the charges in the complaint report and determines if the issue is under its purview. The Faculty Senate will establish if legal, administrative, mediation or other procedures render the CFE's possible pursuit of an investigation redundant or disruptive. If the Faculty Senate determines that the complaint is under its purview, it will convene the CFE to investigate the complaint. A new form was developed for this purpose. As a living document, however, the procedures contained in the policy require a revisit every so often. The Faculty Senate hosted a faculty retreat/professional development activity on ethical standards in the Spring of 2017.

The institution fosters ethical behavior in its employees by building morale amongst employees through events such as the annual Labor Day Picnic; annual Employees' Christmas Party; annual Halloween Costume Parade; Year-End Event; and other holiday celebrations.

### **Analysis and Evaluation**

GCC requires all personnel to abide by and uphold professional ethics to its highest standard. Employees of Guam Community College have unique responsibilities that derive from their membership in an academic community and from their roles as public servants. The Code of Ethics policy and The Agreement provide the procedure for filing, investigating, and adjudicating complaints of unethical conduct and nature. The Code is viewed as essential within the context of the college community.

Ethical responsibilities of employees are outlined in multiple documents pertaining to

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<sup>274</sup> Sexual Harassment and Sex Discrimination Prevention Policy 185

different situations (i.e. sexual harassment) and media (e-mail). The College regularly schedules training both online and during College-wide assemblies to remind employees of policies and practices regarding ethical behavior and consequences.

### **Standard III.A.14**

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

#### **Evidence of Meeting the Standard**

Professional development is fully institutionalized and supported by the College. The Board of Trustees recognizes the importance of a well-trained faculty, administrator, and staff to effectively carry out the mission of the College. The Board is also committed to providing resources to support professional development activities.

The Guam Community College Academic Year 2015-2020 Institutional Priorities lists “Professional career planning, leading to upward mobility program for employees (through professional development, credentialing, and morale building)” as the fifth organization priority.<sup>275</sup>

The sixth Academic Priority listed is “Enrichment in one’s content area, or improving staff or faculty competencies as related to their work (i.e. licensing, credentialing, and certification).” When developing the Institutional Priorities, the AVP sought input from the Faculty Senate leaders to ensure that faculty was involved in their process of development ([email to Faculty Senate on Institutional Priorities](#)).

Over the past four years, the College has invested over a half million dollars in professional development activities for members of the Board of Trustees, faculty, and staff/administrators. Within that period a total of \$83,299.00 was spent for Board members’ professional development activities, \$306,074.00 was spent for faculty professional development and \$156,286.00 was spent for staff/administrator professional development. The total amount of money invested over the 4-year period covered a total 188 constituents receiving professional development financial support.

GCC’s professional development allows full-time staff and administrators to pursue their studies at Guam Community College, the University of Guam or other approved educational and/or training programs. The goal is to provide financial support to eligible employees who desire to pursue training or academic opportunities in areas related to their job occupation or as determined beneficial to the College in order to maximize their skills, abilities, and the needs of the College. Both staff/administrators and faculty have

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<sup>275</sup> The Guam Community College Academic Year 2015-2020 Institutional Priorities

their own professional development committee with its own policies and procedures governing professional development of its members. The Board also has its professional development monies to engage in Board education and training.

In March of 2014, a professional development needs survey was created to ascertain the needs of faculty. Input was solicited from the Deans, Department Chairs, and Academic Vice President which resulted in research to include both fulltime and adjunct faculty. The data derived from the survey called for an emphasis on effective practices for professional development and classroom instruction (Comprehensive Professional Development Plan for Faculty memo from Dr. Ray, and memo from Associate Dean Elizabeth Diego, Ph.D.). In late 2015, the Professional Comprehensive Development Plan was finalized after 15 months in the participatory governance process.

The Comprehensive Professional Development Plan incorporates four major parts: faculty professional development, staff and administrators' professional development, organizational structure and support recommendations, and evaluation. Its overarching goals are 1. Institute student-centered teaching and service throughout the campus (in line with the College's mission) 2. Establish a culture of campus-wide and continuous professional development 3. Institute a climate conducive (trust, collaborative, supportive, respectful, and collegial) for the successful implementation of professional development initiatives and 4. Utilize data to inform and drive instructional and institutional priorities.<sup>276</sup>

The College has established its Institutional Priorities for professional development in order to maximize the use of available professional development funding. The institutional priority is broken down into two categories: organizational priorities and academic priorities. Organizational priorities consist of modernization of classrooms, instructional technology, facilities upgrade, improving delivery of services to students, renewable energy/alternative energy sources, and financial stabilization strategies. Academic priorities consist of accreditation, student learning outcomes, program review, linking institutional planning to budget, effectuating critical thinking skills, diverse learning styles and student motivation. All personnel requesting for professional development support must ensure that the professional development they are pursuing falls within these two categories.<sup>1</sup>

Professional development travel and conference awards are subject to the College's travel guidelines policy.<sup>1</sup> Recipients are required to share information gained as a result of the conference attendance through a trip report. In addition, recipients are required to provide a summary of their conference/workshop attendance, including their expectations of the event, results of key sessions attended; ways the participant intends to incorporate the information into instruction, and whether the participant would recommend the conference/workshop to others.

The College's staff/administrator development procedure sets priority in approving staff requests for professional development support. Priority is given to employees who have

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<sup>276</sup> Comprehensive Professional Development Plan

not obtained a credential, but may possess valued industry experience. Exceptional cases are employees with degrees and where a job-related course is necessary. Financial assistance is provided for training and educational costs such as registration, tuition, textbooks, airfare, per diem, and other required fees. The guidelines limit tuition assistance to three courses and limit staff/administrator off-island development activity to one approved request per year. Additionally, no financial assistance will be provided for a course taken more than once if the course was paid through the staff/administrator development funds.

The Professional Development Review Committee (PDRC) performs regular evaluation of the programs with the goal of ascertaining to what extent professional development activities are effective which include but are not limited to data collection on brown bag sessions, classroom observations, professional development evaluations and feedback, IDEA survey results, student work and evaluations, evaluation of support programs such as peer mentoring and coaching, and staff support initiatives.

The institution identifies professional development needs of its faculty and other personnel through surveys such as the PDRC Survey on MyGCC portal Announcement of September 30th, 2015. The processes being used to ensure that professional development opportunities address those needs are through PDRC Questionnaire/On-line campus-wide Survey. Furthermore, PDRC offers free on-demand webinars, Go2Knowledge, for all faculty, staff and administrators. In the PDRC Announcement of November 30<sup>th</sup>, 2016, a \$5000 tuition reimbursement was established.<sup>277</sup>

Faculty who express interest in teaching DE must fulfill two requirements: Getting a Certificate for Online Adjunct Teaching (COAT) certification using PDRC funding; and completing a Moodle course of Learning Management Software (LMS) training through Remote Learner, GCC's third party vendor for remote server hosting, or a CE course offering on Moodle teaching. Guidance in building course content in Moodle will be provided by Wes Gima of the Academic Technology Office. For AY 2017-2018, faculty who are interested in web-enhanced classes will get a Moodle course shell which will help them get familiar with the chosen LMS. After faculty have completed those courses, they are eligible to teach DE.

The College's evaluation of the process of online teaching certification, scheduling of DE offerings, building course content, and assessing DE classes will be continuous and ongoing.

The TSS Dean has overseen the academic side of the DE course offerings since they were piloted in the Fall semester of 2015 up to the present. All communication from faculty about DE are being coursed through the TSS Dean. Faculty and staff involved in DE courses are provided with training opportunities specific to online learning.

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<sup>277</sup> PDRC Announcement 30 November 2016

## Analysis and Evaluation

As an institution, the College is committed to improving the professional growth of its faculty, staff, and administrators by offering a wide variety of professional opportunities that support both the institution's strategic goals and the personal and professional goals of its employees. The ultimate goal is to retain a competent workforce within the College by encouraging and facilitating the training and education of employees to provide the community with a responsive educational environment that empowers learners to develop skills and knowledge to be responsible and productive individuals in a global context.

The College's Institutional Priorities and Board Policy on PD ensure that it provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission to provide the highest quality, student-centered education and job training in Micronesia. Documents such as the Comprehensive Professional Development Plan provide staff, administrators, and both full-time and adjunct faculty with a framework and infrastructure to pursue professional goals and impact student success.

### Standard III.A.15

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

#### Evidence of Meeting the Standard

GCC's Human Resources Office ensures that all personnel records are kept confidential and locked in a secured environment. All personnel records are still safely stored in a 13' x 15' room with a double locking mechanism on the door. Windows in the room are also sealed off for added security. Only authorized personnel have access to the personnel records. Benefits and medical records are also kept confidential and inactive personnel files are kept permanently locked in a secured storage environment.

Personnel records are also saved electronically (Midterm Report). Critical information is scanned and attached to the employee's file and all data are backed up by the College's Management Information Systems (MIS).

The institution's provisions for keeping personnel records secure and confidential are regularly updated and that only limited authorized personnel have access to them. This method provides for better security to keep personnel records secure and confidential. The Guam Community College Records Management Program Policy Handbook prescribes the standards and procedures for maintaining and disposing records, to be applied by all College personnel who are responsible for filing or maintaining documents, using the General Records Schedule (see pages 7-10) as a guide.<sup>278</sup>

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<sup>278</sup> The Guam Community College Records Management Program Policy Handbook

Confidential Information Indicator (p. 14, GCC Records Management Program Policy Handbook) ---If a person wishes to have their information marked “confidential,” this field is checked. When the confidential field (box) is checked, this denotes that the person does not want address and telephone number information released to the public. Checking this field is optional for students. Employee’s information is always confidential, and the field is always checked. When information is marked confidential, no directory information is to be released. If the Confidentiality indicator is not marked, the only directory information that can be released is limited to: name, affirmation of whether currently enrolled full time or part time, dates and terms of attendance, major field of study, and degrees and/or certificates earned. A person’s confidential request is entered on the General Person Form, SPAPERS. For more information, see Confidential Flag located in the appendix.

The Institution provides employees access to their records through the use of their own passwords and other documents are kept locked and confidentiality of records are strictly in place.

Since 2008, information such as pay stubs and sick and annual leave accrual and balance can be accessed by the employee on the College’s website portal (MyGCC), My Banner tab, under Self-Service.

### **Analysis and Evaluation**

GCC is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete and permanent. To increase accessibility of employee records by employees, the College has made certain information contained in employee records available electronically through the College’s website portal. Access to the portal is safe and secure and is password protected to ensure that only employees themselves can access part of their record electronically.

All employees are given the right to review their employee record. Access to their personnel record is requested through the Human Resources Office during normal business hours. An authorized staff member of the Human Resources Office must be present to ensure that the security of the records is not compromised and to assist the employee in making copies of certain files that he or she may need.

The College’s records management objective is to protect the institutional information resources throughout their life cycle. This includes complying with local and federal laws and regulations, identifying vital records, and implementing strategies for preserving information and records of long-term value.

## **Standard III B: Physical Resources**

### **Standard III.B.1**

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working*

*environment.*

### **Evidence of Meeting the Standard**

The College obtains and maintains adequate physical resources that support students, faculty, and staff when performing daily activities - in an environment conducive to excellence in instruction, learning, and support services - in a safe and efficient manner. In August 2014 the Board of Trustees authorized for professional services to update GCC's Physical Master Plan, 2011-2015. GCC hired Taniguchi Ruth Makio Architects (TRMA) to update the plan by incorporating data and discussions from the campus community. After a few modifications, TRMA formally presented the final Guam Community College Physical Master Plan, 2015-2020 on September 2016. The Physical Master Plan, 2015-2020 describes campus planning factors (e.g., enrollment, classroom demands, parking demands), infrastructure improvements, and project description by phase.

While the plan guides future projects the college is also involved in smaller projects. These smaller projects are in the form of work orders or outsourced projects. Faculty, students, and staff submit work orders to address damage that occurs as a result of normal aging of a facility. Outsourced projects that typically require more resources such as replacing dilapidated fence and gates, installation of water filling stations. Regardless of the type of facility project, Planning and Development staff communicates with GCC's Environmental, Health, and Safety Administrator and the Student Support Services Administrator to ensure the safety and security of our stakeholders. Periodic inspections of facilities are conducted to ensure that health and safety regulations are being adhered to, and that they satisfy the federal Occupational Safety and Health Administration (OSHA) standards.

A review of physical resources is conducted at locations where stakeholders learn and work to ensure adequacy of resources.

Stakeholders are kept informed of physical resources (e.g., facilities, equipment, and technology) in several ways. First, a standing item on the GCC Board of Trustees Monthly Meeting agenda is the President's Report - Capital Improvement Projects (CIPs) where updates on physical resources is provided to members including student trustee, support staff advisory member, and the faculty advisory member. Second, physical resources updates are provided at the monthly Resource, Planning, and Facilities committee meeting. Members include faculty senate president and president-elect, faculty union president, past senate president, Vice President, Finance & Administration, Assistant Director, Planning & Development, Dean, Trades and Professional Services, Dean, Trades and Student Support, staff member, COPSA president and COPSA treasurer. Third, Construction Coordination Meetings are held twice monthly for building 100 - the building currently under renovation. Members that attend to ensure compliance with federal and local building codes as well as the uniform fire codes include the architect, contractor (Project Engineer and Operations Manager), Resident Project Inspector, LEED Commissioning Agent, and GCC representatives (faculty, Assistant Director, Planning and Development, Health and Safety Administrator, Procurement and

Inventory Administrator, and Teleprocessing Network Coordinator).

The College has been able to effectively maintain its current physical resources while planning for the future needs of its educational programs and services. Annually, the Board of Trustees provides a budget to maintain a safe and rigorous learning and working environment. Annually, throughout the month of February, the campus community is given an opportunity to propose projects to improve the campus facilities. The list is vetted by the Resource Planning and Facilities Committee.

Location	Number of Buildings	Number of Classrooms	Enrollment Fall 2016
GCC, Mangilao	15	71	2,418
George Washington High School			
John F. Kennedy High School	N/A		
Okkodu High School	N/A		
Simon Sanchez High School	N/A		
Southern High School			
Tiyan High School	N/A		
<b>BUILDING</b>	<b># OF CLASSROOMS [labs]</b>		
A	5 [3]		
B			
C	7 [2]		
D	1 [6]		
E	9		
400	1		
500	4		
600	3		



900	1
1000	6 [10]
2000	0
3000	8 [8]
4000	
5000	[2]
6000	7

Total Classrooms            71  
Total Classroom Labs  
Square Meters                 32,374±

Chachalani August 2016, p.12 <sup>279</sup>

Physical resources are primarily managed by three departments: the Planning and Development Department oversees building facilities, Materials Management the inventory of GCC's capital assets, and Management Information Systems (MIS) the technology assets. The College is committed to providing all its students with the same level of service and attention no matter the site at which they receive their instruction and assures that physical resources are safe, secure and healthful.

GCC's facilities are maintained through preventative maintenance (PMs). Facility & Maintenance staff walk through facilities (buildings and photovoltaic structures), submit work orders to address deficiencies, repair or outsource the needed repair. While Materials Management staff maintains inventory and coordinates the transfer or survey of resources MIS maintains designated labs and computers.

Of the five Facility & Maintenance staff two graduated while one is currently enrolled in an Apprenticeship Training Program. As new buildings are released to GCC, F&M staff attend training on various equipment and software (e.g., photovoltaic, Digital Data Control, generator, aerial lift, and water chiller air conditioner). Telephone/radio instruments were purchased as a means for F&M staff to quickly respond to unplanned situations. Sporadic drills (e.g., the Great Shake Out and Active Shooter) are conducted through the Environmental, Health and Safety Office annually. Finally, GCC's fire alarm and mass notification system in its final completion stage. Upon completion, the system ties existing buildings and allows for expansion as new buildings are completed.

As of **AY16-17** the College offers programs and services at the following facilities:

Technology Center (Building 1000):

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<sup>279</sup> [Chachalani August 2016 p.12](#)

- Discovery Lab
- Cisco Networking Systems Lab
- CAT-5/Fiber Optics Lab
- Electronics Networking Systems Lab
- PC Repair Lab
- Industry Certification Labs (two)
- Graphics/Web/Video Labs (three)
- Video/Photography Studio
- Prometric/PAN Testing Lab (16 computers)
- Lecture Hall/Presentation Rooms (3)
- Conference Room

Student Services and Administration (Building 2000)

- College Placement Test Center
- Conference Rooms

Anthony A. Leon Guerrero Allied Health Building (Building 3000):

- Lecture Halls (two)
- Science Labs (two)
- Science Classrooms
- Nursing Labs (two)
- Nursing Classrooms (two)
- Administration Lab
- Clinical Lab
- Simulated Hospital Classroom
- Auditorium (two)

Learning Resource Center (Building 4000):

- Open Computer Lab
- EBSCO Database – 7,000+ periodicals
- Dynix Horizon Info Portal
- Photocopy & Printing (24/7 on-line library catalog)
- Student Study Group Rooms (three)
- Lecture room
- Historical Guam
- CD/DVR Rentals

Student Center (Building 5000):

- Reach for College Office & Tutoring Room
- Conference Room
- Project Aim Office & Tutoring/Computer Lab
- Open Computer Lab
- Student Lounge with water refillable station
- Nurse Office
- Training Room

Foundation Building (6000):

- Mini Computer Labs (two)
- Language Lab
- CASAS Lab
- GED(R)/HiSET(R) Test Lab
- Bookstore

- Conference Room
- Port of Mocha Cafe
- Veterans' Lounge

A Building:

- Classroom Computer Labs (three)
- Classroom Computer Mini-Lab
- Criminal Justice Simulator Lab
- Language Lab

B Building:

- Student Success Center
- ID Center

C Building:

- Portable Classroom Computer Labs (two)
- Classroom Computer Lab (Accounting)
- Classroom Computer Mini-Labs (two)

D Building:

- Classroom Computer Labs (six)
- Open Computer Labs (two)

E Building (formerly Building 200):

- AutoCADD
- Drafting Room
- Student Lounge
- Mansana Lab
- Recycling Room
- Exercise Room
- DDC Room
- Copy Room
- Communications Room
- Control Room

Other Facilities

- Building 100 - under renovation for Criminal Justice
- Building 300 - under renovation for multi-use venue
- Building 400 - Culinary Arts Kitchen Lab
- Building Trades & Industry Park (Building 500, 600 & 900) - automotive, welding, and painting

## **Analysis and Evaluation**

Transforming the College campus into a conducive learning and teaching environment that fosters a sense of family among its employees who are all committed to student access and success is primarily dependent upon a well-developed facilities master plan. The master plan contains building construction and renovation plans as well as facilities improvements anticipated to meet the long-term needs of the College. The plan focuses on the establishment and maintenance of an environment that is clean, attractive, safe, conducive to heightened learning, in keeping with ADA requirements, and supportive of the social and developmental needs of the student body.

## Standard III.B.2

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

### Evidence of Meeting the Standard

The College plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. Driven by the College's mission, priorities and annual department plans, both the ISMP and Physical Master Plan serve as the primary planning documents for the College's facilities.

The College reassesses its programs, organizational structure and instructional curriculum periodically in accordance with anticipated industry needs. Based on the results of the assessment, projects are proposed and submitted to fulfill the needs of the instructional programs. Examples of the College's assessment and planning process is the construction of the Anthony A. Leon Guerrero Allied Health Center that houses GCC's Practical Nursing and Medical Assisting programs, and science with laboratory classrooms; the Learning Resource Center; Student Center with the Health Services Center CACGP, Training Room, Center for Student Involvement, and an Open Computer Lab; and Foundation with the adult education program, test centers, cafe, bookstore, and classrooms. Upon completion, building 200 will house the Criminal Justice program, Forensic DNA building will house classrooms and laboratories, while building 300 the multi-use building. The existence of these buildings is a result of deliberate planning - GCC's Physical Master Plan. The updated plan (2015-2020) is a four phased facility development in the order to meet the projected physical campus needs by 2020. Phase 1 began with the renovation of building 100 (18,000 square feet), bid issued for the Forensic/DNA building (12,000 square feet), and final designs for buildings 300 (12,000 square feet), the Wellness Center & Maintenance Building (22,000 square feet), and the Founder's Square (12,000 square feet). Phase 2 will be the development of the annex (64,000 square feet), reintegration of Sesame Street, parking structure (108,000 square feet), multi-purpose auditorium (12,000 square feet), and the renovation of buildings 400 (4,000 square feet) and B (6,000 square feet). Phase 3 will add another parking structure (90,000 square feet), generators, open space improvements, and the renovation of building 500 (22,000 square feet), 600 (18,000 square feet), and 900 (18,000 square feet). Lastly, Phase 4 will incorporate a parking structure (90,000 square feet), conversion of building 1000 to a "green data center" (12,000 square feet), clock tower building (2,000 square feet), renovation of building 2000 (5,000 square feet), and improvements to open space. The plan will also require the relocation of a few programs "in order to foster collaborative learning activities".

The Physical Master Plan also addresses the much needed infrastructure to support the needs of building facilities and stakeholders through 2020. This includes water and power systems, storm water system, network and communication systems, emergency power,

water tanks, sewer system, rainwater catchment, fire protection, and campus safety. With the new building projects, underground power connections will be replaced with underground lines. The campus storm water system will be supported by using pervious walkway and marking material. The network and communication systems will require overhead lines relocated underground with each new building project. Building 1000 will be converted to a green data center consolidating servers, having a power management system, upgrading to energy-efficient servers, utilizing high-efficiency power supply and Energy Star and Standard Performance Evaluation Corp. Standards, having photovoltaic panels and micro-turbine power generation and employing Trigenation combined cooling, heating and power. Backup generators and line conditioners will be incorporated to provide auxiliary power. Water tanks systems will be used to supplement the public water service to Mangilao, an area historically known for frequent water shortfall. There will be continued use of rainwater catchment system sized for 1-day reserve capacity.

As new buildings are constructed, F&M's staff adhere to a routine to repair and maintain current facilities. Every morning, staff reviews, prioritizes work orders, and then discusses work order with requestor. As part of F&M's assessment outcomes, staff must act on a work order within five business days otherwise the requestor is notified of reasons for the delay. F&M staff also conducts Preventive Maintenance and prepares a work order to address deficiencies. F&M's practice is that deficiencies that pose an immediate risk to health, life, property or environment take priority over all other work order. As Guam's mean high temperature is 86 degrees Fahrenheit and a mean low of 76 degrees Fahrenheit, having a functioning air conditioning system or HVAC is most impactful to student learning. Accordingly, having an open purchase order to quickly obtain materials, relocating a affected class, or employing portable air conditioning units are all part of F&M's contingency plan.

Another example of how the College's assessment and planning process continuously improves its facilities is the renovation of the GCC Foundation Building. This renovated two-story LEED Silver certified building (21,000 square feet) opened November 2012 and features classrooms, a café, bookstore, and a recycling station on the first floor and the adult education office, classrooms, computer testing rooms (GED®, HiSET(R), Comprehensive Adult Student Assessment System (CASAS)), and a classroom-lab (English as a Second Language) on the second floor. The building also features photovoltaic solar panels, energy efficient windows and lights, and digital temperature controls.

The renovation and upgrade of Building 200 began and reopened as Building E in December, 2014. This two-story, 22,600 square foot LEED Gold certified structure houses several programs (Pre-Architecture Drafting, Computer Aided Design & Drafting, Education, Early Childhood Education and English) as well as ten classrooms/labs, a study room and an exercise room.

The renovation of building 200 began August 2016 and is expected to be completed in 2018 as a LEED certified building. This building will primarily house the Criminal Justice program as well as multi use classrooms.

Buildings A, B, C and D are concrete structures constructed in the 1970's. Although classrooms make up the majority of space allocated within these buildings, two offices (Management Information System and Student Support), computer classrooms and open computer labs are also located here.

Aligned with the Physical Master Plan, 2015-2020 and in its continuing effort to expand and improve facilities, the College began the renovation and expansion of Building 100 in August 2016 and issued a bid for the construction of the Gregorio Guevara Perez Forensic/DNA Building Crime Lab. While building 100 will include classrooms for the GCC Criminal Justice Program the Forensic/DNA building will be jointly used by GCC students as well as the Guam Police Department. Plans for the renovation of building 300 has been finalized and is currently being vetted by stakeholders.

### **Analysis and Evaluation**

The College plans, build, maintains and upgrades its physical resources to ensure their effective utilization. The Resources, Planning & Facilities Committee (RPF) of the Faculty Senate plays an important role in this process by assessing and assuring that physical resources provide the necessary quality to support programs and services. Long-range capital improvement plans incorporated into the ISMP are reviewed by the RPF. The ISMP incorporates the Physical Master Plan and Information Technology Strategic Plan and is designed to add/modify and modernize space and technology to meet the College's education program needs into the year 2020 and beyond.

The planning process for GCC's physical resources in support of its programs and services evolve from an informal to formal process. The collaborative informal process includes brainstorming sessions with the vice president of finance and administration, vice president of academic affairs, deans, assistant directors (communications and promotions, planning and development, development and alumni, and continuing education), and human resources to assess need and sustainability. A consultant further expands this session to include college representation engaging participants (SWOT analysis) and then developing a conceptualized plan. The draft plan is presented to faculty and non-faculty alike to ensure departmental and programmatic needs are thoroughly addressed (e.g., enrollment growth, resources requirements, and technological and curriculum needs, etc.). The consultant incorporates feedback into a final draft presented to all to review and provide feedback once again.

Through the Planning and Development Office, an announcement for capital improvement projects is posted online as well as at the department chairperson meeting to give faculty and non-faculty an opportunity aside from through the regular budgetary process to submit projects. CIPs are compiled and presented to the Resource, Planning, and Facilities Committee whose members (student, staff, faculty, Faculty Senate Chair, Chair Elect, Faculty Union Chair, Dean, Assistant Director of Planning and Development and the VP Finance and Administration). RPF gives priority to critical projects addressing the health or safety of those who learn and work at GCC. The Priority list is then forwarded to the Committee on College Governance for consideration. Approved projects are presented to the BOT for funding consideration.

The Anthony A. Leon Guerrero Allied Health Build and Learning Resource Center, plus the state-of-the-art Crime Lab that was built on the GCC campus with federal funding, comprise three of the five key facilities identified for construction under the Campus Physical Master Plan of the ISMP. The renovation of the Foundation building is completed and now houses the Adult Basic Education, Adult Secondary Education, and English as a Second Language courses.

Funding for additional facilities to meet future workforce development needs will be relentlessly pursued from federal and local government sources. The college will continue to cultivate its public/private relationship with industry leaders and seek funding through joint ventures or cooperative arrangements. These funding avenues will be necessary in order to complete the myriad projects needed to enable the College to accommodate the anticipated needs of the community and the dynamic and changing workforce requirements.

### **Standard III.B.3**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

#### **Evidence of Meeting the Standard**

Guam Community College utilizes an established process to assess the use of its facilities. The College periodically assesses the use of its building facilities for appropriateness and functionality.

Prior to the construction of a building, feasibility studies and other data are reviewed and discussed by the Deans, the Vice Presidents and the President to determine the building's need, purpose, and functionality. Discussions continue with various other groups to include Faculty, Department Chairpersons, a key member and representative from the program's Advisory Committee, the architect, Alumni and the office of Planning and Development. When the decision to construct a building is finalized, a funding source is identified.

During the construction phase and until the building is turned over to GCC, Construction Coordination meetings are conducted and are well attended by various representatives which include the contractor, architectural and engineering firm, and GCC personnel such as the deans and various academic department chairpersons, the Planning and Development personnel, the Management and Information Systems (MIS) personnel, EH&S, and MM.

The evaluation occurs at regular periods through the Advisory Committees (Automotive Technology, Business & Visual Communications, Construction Trades, Criminal Justice & Social Science, Education, Nursing & Allied Health, Tourism & Hospitality, Assessment & Counseling and Technology) --- as they are accountable for identifying program requirements such as industry standards, facility, and other pertinent

information. The Advisory Committee members include GCC faculty and very important personnel representing the business, labor, and professional organizations who are experts in their fields. These individuals “have expertise in the skills and competencies needed for specific occupations. Committee activities focus on reviewing programs, providing recommendations, and assisting students and faculty. Advisory Committees are goal-oriented and achieve results. They support constructive changes within a program, generate new ideas, and serve as advocates for quality career and technical education.”

Guided by goals and initiatives, “Conducive Learning Environment” is second of four goals identified in the Workforce Advisory Committee Handbook 2014-2016. Advisory Committees “help the College ensure that the program is relevant to the community, address current industry standards and workforce needs, and has appropriate resources to support high quality student outcomes.”

Workforce Advisory Committees recommend “equipment purchases and facility changes” when developing a Plan of Work and specifically Activity 6 covers “Review and recommend facility and/or equipment improvements” and ultimately by updating the curriculum. Committees also provide guidance for faculty and administrators to avail of the Carl D. Perkins grant, technology or other funding resources.

Guam Community College has a written policy found in the Workforce Advisory Committee Handbook 2014-2016 that describes the evaluation process utilized to assess the use of its facilities. One evaluation process is referred to as “Plan of Work” in the above-mentioned document and “is developed annually or biannually by the advisory committee. The Program Chair is responsible for recommending efficient operating procedures to the committee and reporting the results of the plan.”<sup>280</sup>

Goal 2 of GCC’s Goals and Initiatives is to “transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.” In line with this, Initiative 1 specifically aims to enhance and monitor the College’s facilities master plan to keep pace with institutional growth projections and priorities. (page 7)

The process would involve review and recommend facility and/or equipment improvements. Strategies to be employed are: 1. review the facility and equipment utilized for the program. 2. identify new technology and developments that should be used in the program, and 3. recommend equipment and software needs for the program.

To support course offerings in Distance Education (DE), the process periodically reviews the possible need for new equipment based on the program curriculum. Annual evaluation is done similar to what is being implemented with the traditional programs utilizing outcomes assessments data and program review.

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<sup>280</sup> Workforce Advisory Committee Handbook 2014-2016



## Analysis and Evaluation

Goal 3 of the Guam Community College Institutional Strategic Master Plan 2014-2020 is to “enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability.”

“One approach of integrating planning, review, and evaluation of resource allocation is through the development of a financial/resource allocation master plan or review of an existing master plan. The master plan should advance the fundamental objectives of the institution’s strategic master plan. The master plan should also be aligned with institutional priorities and be able to reallocate resources to those programs and activities that most closely match the priorities of promoting excellence and efficiency at all levels and place focus on the quality of the educational programs and services the College provides. To integrate planning, review, and evaluation of the College’s reallocation processes, two specific initiatives are included in the ISMP:

Initiative 1: The realization of the College’s new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increase administrative efficiency throughout all of the College’s operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the art information technology must be utilized to ensure that institutional data is accurate and available for effective planning and decision-making processes.

Initiative 2: To evaluate the effectiveness of the College’s resource allocation process, it must review and evaluate the degree to which resources are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each department’s/unit’s progress in meeting the institution’s mission and goals. The program review process has been proven to be a valuable tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College’s resource allocation process. The program review and institutional assessment processes serve as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. ISMP 2014-2020 pp.10-11<sup>281</sup>

### Standard III.B.4

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

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<sup>281</sup> ISMP 2014-2020 pp.10-11

## **Evidence of Meeting the Standard**

In July 2016, TRMA delivered GCC's Physical Master Plan 2015-2020 and then presented the Plan to the Board of Trustees (BOT) on September 2016. The Plan considered new factors (GCC Annex, Building 300. And ponding basins, founder's square), campus growth in the range of 3-7% annually, classroom demand (class days and hours), and parking demand. This Plan will navigate the four phases of work to realize full transformation by 2020. While the Plan addressed long-term projects requiring external funding, Short Term Capital projects for repair and upkeep of the College's aging buildings has been through local appropriated and nonappropriated unrestricted funds. GCC's Energy Audit continues to guide the College when procuring air conditioning units and lights, SEER and LED. Cost savings obtained from these, net metering or photovoltaic energy, further support sustainability initiatives (e.g., procurement of solar compactors, replacement of fluorescent tubes to LED).

Through the Planning and Development Office, an announcement for capital improvement projects (CIP) is posted online and made at the department chairperson meetings to give faculty and non-faculty the opportunity to submit projects aside from through the regular budgetary process. CIPs are compiled and presented to the Resource, Planning, and Facilities Committee (RPF) whose members include a student, staff member, faculty member (Faculty Senate Chair, Senate Chair Elect, and Faculty Union Chair), dean, assistant director of planning and development, and the Vice President of Finance and Administration. RPF gives priority to critical projects affecting the health or safety of those who learn and work at GCC. The priority list is forwarded to the College Governing Council (CGC) for consideration. Approved projects are presented to the BOT for funding consideration.

Equipment and small purchase needs are requested through the annual budget cycle requests. Computer lab replacements are governed by the College Technology Committee (CTC) in its annual budget prioritization. CIP budget limits follow parameters set forth in board resolutions and calculated annually during the budget request period. The GCC Technical Opportunities Assessment Plan (a.k.a. Energy Audit) completed in February 23, 2011 has allowed GCC to include into the CIP requests, energy saving projects such as change out of light fixtures and HVAC replacements. Additionally, ARRA funding and other grants awarded from the Guam Energy Office, U.S. Department of Interior, and Department of Education provided the College the ability to implement projects such as the photovoltaic lights, and Banner campus wide integrated database system.

Long term planning process for capital projects evolves informally and formally. The informal process (Stage I) starts with an assessment of a need identified by a stakeholder (faculty member, staff member, or a student) and evolves into an all-inclusive discussion amongst the Vice President of Finance and Administration, Vice President of Academic Affairs, deans, assistant directors (for communications and promotions, for planning and development, and for continuing education), and Human Resources office, as to the need, opportunities, possible obstacles, and sustainability of capital projects. Later, an architectural and engineering consultant further develops a draft plan (Stage II) based on

findings from these sessions and presents it to stakeholders through committees whose members include faculty, staff, and students - making certain departmental and programmatic needs are thoroughly addressed (e.g., enrollment growth, and technological and curriculum needs, etc.). The consultant then incorporates feedback and comments from faculty and non-faculty into a final draft (Stage III) prior to presenting the plan to management. Finally, sessions to roll out the plan takes place with stakeholders (Stage IV).

A similar process is utilized to develop the ISMP – GCC’s institutional strategic plan – and for other planning documents. The GCC Physical Master Plan, 2015-2020, has already gone through Stages I, II, III, and IV. The ISMP links long-range capital plans – as it incorporates the Physical Master Plan – to institutional plans.” GCC Five-Year Strategic Resource Plan 2012-1016 Guam Community College adheres to the Government of Guam procurement rules and regulations. The institution has an approved Physical Master Plan which covers the period 2016 – 2020, having an anticipated need to accommodate a 3-7% growth annually in the student population. The plan was developed by TRMA and includes a recap of the facilities completed since 2010, a summary of CIP projects demand by programming student, Space Analysis, Departmental Analysis, faculty staff projections, facility design guidelines, facility programs, project phasing and preliminary estimated cost, and development of 7 acre property adjacent to GCC campus. The draft Plan was vetted throughout the campus community to garner feedback and comments. Comments were compiled, reviewed, considered and when appropriate, were incorporated into the Plan. The draft Plan was then forwarded to the BOT having been reviewed and approved by the College Governing Council March 31, 2011 meeting.<sup>282</sup>

The Plan serves as the basis for decisions regarding facilities. Federal grants and/or loans are then pursued for the specific facility. When identified, GCC adheres to Government of Guam procurement rules and regulations as it relates to the Bid process. Construction projects that exceed \$500,000 must go through the attorney general’s office, under the Government of Guam law for notification. The Attorney General reviews all contracts for Guam agencies and for Guam Community, GCC’s Legal Counsel reviews the college’s contracts. Specs done. Issue the bid advertisement in public newspaper, mandatory pre-bid conference, bid opening which happens two weeks after pre-bid, TRMA evaluates and recommends based on specifications established on the bid invitation including amendments.

GCC strives to link College goals and priorities via the Institutional Strategic Master Plan ISMP 2014-2020 The Institutional Strategic Master Plan updates include information on the annual curriculum review cycle, Project Win-Win, the 2014 Assessment Leadership Summit, the Comprehensive Institutional Professional Development Plan, the Facilities Master Plan update, sustainability initiatives, the Participatory Governance Structure Handbook, the updates to the MyGCC portal committee sites, the Data Driven Dedicated Planning (3DP) process, the updates to the budget and assessment links in TracDat, the

<sup>282</sup> GCC Five-Year Strategic Resource Plan 2012-1016

electronic curriculum process, the campus multimedia project, the 5-year marketing plan, articulation agreements, and internationalizing initiative updates. The assembly also included a professional development presentation by Terry Summerlin entitled “Leadership Magic: Powerful Keys for Team Building” in which the ideas and lessons were reinforced with activities and reflections involving the audience in areas such as leadership, responsibility, and motivation. The fall 2014 college assembly presentation is found in Appendix I of this report.<sup>283</sup>

The ISMP 2014-2020 identified four new goals of (1) Retention and Completion, (2) Conducive Learning Environment, (3) Improvement and Accountability, and (4) Visibility and Engagement. These four goals also align with the College’s efforts to prepare for the spring 2018 Accreditation Site Visit. This six-year plan brings with it a more global approach to workforce development, a student-centered curriculum, partnerships with on-island and global businesses, and additional initiatives to further upgrade the physical campus.

The construction will expand Building 100 into a two-story concrete structure with Leadership in Energy and Environmental Design (LEED) features. It will house GCC’s Criminal Justice program and connect to the recently renovated and expanded two-story Building E, which is also a LEED-certified building. Completion of the project is slated for December 2017 Chachalani Sept 2016, p.1.<sup>284</sup>

Having experienced a nearly 20 percent surge in student population since the implementation of the first ISMP, GCC has, with its ISMP 2014-2020, established initiatives to further upgrade the physical campus and plan for even more growth. The updated Physical Master Plan will allow us to monitor student population and program expansion, and to make facility adjustments where needed, ISMP 2014-2020 p.3.<sup>285</sup>

GCC’s Institutional Strategic Master Plan (ISMP) has four overarching goals (Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement) to ensure stakeholders assess resources as well when making decisions.

### **Analysis and Evaluation**

The ambitious GCC Physical Master Plan 2015-2020 will primarily guide institutional decisions. The rate of pursuing construction projects however, may be compromised by an external factor - “the U.S. Citizenship and Immigration Services’ 99.9% denial rate for temporary H-2B visas.” Masons, carpenters, electricians, structural steel workers and plumbers, are among the foreign workers on H-2B visas who have been part of the Guam

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<sup>283</sup> ISMP 2014-2020

<sup>284</sup> Chachalani Sept2016 , p.1

<sup>285</sup> ISMP 2014-2020 p.3

construction industry's labor force for decades.

## **Standard III C: Technology Resources**

### **Standard III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

#### **Evidence of Meeting the Standard**

The adequacy of technology services, professional support, facilities, hardware, and software are addressed primarily by the Management Information Systems (MIS) administrator and his technical personnel, as well as his participation in the College Technology Committee (CTC), the Banner Core Group, and with his designated representatives in the Website Committee Work, and in Planning and Development Office's capital improvement and construction projects meetings. Most agenda and minutes are available within the evidence repository system for each of the respective committees or working groups.

MIS' Finance and Administration Division weekly meetings' and Board of Trustees' quarterly reports are submitted to the division's administrative assistant. These reports highlight the successes, work-in-progress, and issues that relate to the institution's technology implementations as planned in the Institutional Technology Strategic Plan (ITSP) / Enterprise Architecture (EA) documents. Cumulative matrix of updates for the ITSP-EA documents are also provided mid-year and year-end showing what systems the college is maintaining, enhancing, expanding, upgrading, and retiring to improve the technology experience of the students, faculty, staff, and 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 Tracdat, document in detail, the past and current progress and challenges, as well as the expected improvements that are on the way.

Work Orders via E-Maint 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.<sup>286</sup>

Bi-annual and annual standards reviews and updates for PC and Mac computer systems are implemented. MIS Standards, the annual Computer Technology Bid, and the use of the Technology Inventory, assist MIS in combating obsolescence. These processes are also used in the replacement cycle and final disposition of hardware technology.<sup>287288</sup>

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<sup>286</sup> [E-Maint](#)

<sup>287</sup> [MIS Standards](#)

<sup>288</sup> [Computer Technology Bid](#)

The MIS Systems Administrator midyear and yearend performance evaluations, submitted budget plans and reports, and completed systems projects list with outsourced professional and technical consultants, TechProven, highlight the many successful work aimed at improving and ensuring operational, administrative, and academic functions that relate to, or are dependent on technology.

GCC's Enterprise Resource Planning (ERP) system - Ellucian's Banner INB/SSB (Internet Native Banner / Self-Service Banner), MyGCC Luminis Portal (Community sites, Course Studio Learning Management System-LMS), and related applications and subsystems along with Ellucian's Customer Support Service Center, TechProven's Remote Professional and Technical Support for Banner and Database Administrator expertise, ensure technical support is available for our students, faculty, staff, and administrators for areas beyond the resources of MIS.<sup>289290</sup>

Data Management Resources (DMR) for our DELL Server & VMWare Support (as contractually warrantied and through licensed subscriptions), and Marianas Electronics (M.E.) for Macintosh HW Repairs and occasional multimedia repairs through open purchase orders provide another level of technical support for the ERP hardware and lab computers.

Many other resources that are available for our students to do assignments, research, testing, or self-education include the open student library, instructional and testing labs (as detailed in Standard III.B.1 Physical Resources). These resources are all connected to the Internet via a multi-pronged multi-homed Internet lines from Guam Telephone Authority (GTA), Pacific Data Systems (PDS), and Docomo (local traffic only). These connections and Internet and/or network traffic are also protected and secured by CISCO firewalls, Symantec Endpoint Enterprise Antivirus, and monitored by InterMapper and other network monitoring systems.

The Moodle (LMS) hosting and support with Remote Learner login for GCC's Distance Education course offering, the GCC public website, [TouchNet](#), Google Apps platform for education (Gmail, Google Drive, Google Docs, etc.), SirsiDynix Online Library system, and our Disaster Recovery (DR) sites for our ERP Banner INB/SSB and MyGCC are now being supported in the Cloud to provide our students and faculty greater accessibility, security, reliability, and better communication and collaboration.<sup>291292293294</sup>

Server reliability is provided through the VMWare failover features, UPS, and the standby generator. Hardware, software, and data standards also add a layer of reliability through the benefits of compatibility, streamlined support, and uniformity.

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<sup>289</sup> [MyGCC Luminis Portal](#)

<sup>290</sup> [Ellucian's Customer Support Service Center](#)

<sup>291</sup> [Remote Learner login](#)

<sup>292</sup> [GCC public website](#)

<sup>293</sup> [TouchNet](#)

<sup>294</sup> [SirsiDynix Online Library system](#)

Provisions for disaster recovery include ongoing unattended automatic scheduled server backups, Cloud based ERP disaster recovery sites (BANNER Database and BANNER INB, MyGCC portal) and with plans to move the entire ERP system to the Cloud. Furthermore, electronic backups in external drives are stored in a secured off-site location (i.e., bank vault).

Privacy and security are achieved through the use of the TouchNet system to protect credit card data and transactions, and Username/Password credentials are necessary to access the GCC portal system and WiFi network. Firewalls for security measures are also in place for the protection of servers and their access. Different security levels for system access are implemented based on user profiles ranging from guests, students, employees, system administrators, security officers, etc. Barring any emergencies, the physical security of the server room is housed in an unnamed area on campus and only accessible to MIS personnel assigned with the appropriate keys.

### **Analysis and Evaluation**

Other than the work activities that come out of the MIS section, GCC utilizes the CTC to ensure that the College's various types of technology needs are identified and addressed, which is one of the committee's charge. Other means for identifying such needs include information gathered from reports that come from division meetings, management team meetings, Board of Trustees Quarterly reports, banner core group meetings, and website committee meetings. Moreover, GCC identifies technology needs via the ITSP and Enterprise Architecture (EA) – both living documents used for guidance, direction, and compliance.

The Guam Community College provides the institution's range of technology needs primarily via the MIS work order service request system (eMaint), assessment plan, the MIS assessment report, and [TracDat](#). For immediate needs, work orders are submitted to an automated work orders E-Maint system, which provides completion time analysis. MIS ensures a seven-day turnaround completion time for work orders with the exception of scheduled projects requiring more time or a long-term plan.<sup>295</sup>

Midyear and year-end performance-based evaluations of the MIS administrator ensures that the majority of set goals related to technology are met with decisions being made in division, committee, and working group meetings after discussions and deliberations take place. Consensus-based or Interest Based Bargaining is used to make critical decisions related to technology. The College also makes decisions on technology services, facilities, hardware, and software needs by means of upper management directives, initiative, and priorities, which can also be vetted during CTC committee meetings. The requisition process and the related layers of approval for the procurement of services and goods is also used in making decisions related to technology. Moreover, requests from faculty, employees, and/or department chairpersons, as well as projects by Planning and Development Department that impact the technology landscape (e.g. new buildings) contribute to the decision-making process.

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<sup>295</sup> [TracDat](#)

Yet another measure the College uses to assess its technology needs is by means of annual budget submissions and the release of appropriated funds to ensure sufficient cash flow, as collected when students pay technology fees. The allocated budget is used towards the procurement of services, computer and multimedia equipment, tools, supplies, and materials to maintain the computer labs, the network, Internet connections, WiFi services, as well as any and all other post-secondary technology needs.

Student, faculty, staff, and administrator concerns, and requests are heard from the CTC and BANNER Core Group representatives. MIS is charged with most operational matters related to technology. The CTC makes and approves recommendations that are forwarded to the College Governing Council (CGC) for institutional adoption. Furthermore, assessment findings as well as network vulnerability provide other avenues for ensuring informed technology decisions.

Factors that influence decisions for bid awards and other purchases include: technology acquisitions, procurement rules and regulations as enforced by the Materials Management Office (MMO), compliance requirements from both local and federal governments, and budget and cash flow constraints. Manufacturer and market forces for technology availability, versions, venues, and fulfillment methodologies (e.g. physical delivery, download, media types) influence bid awards and other purchases as well.

GCC's decisions about use and distribution of its technology are based on: Upper management directives, initiatives, and priorities; student needs via CTC and Banner Core Group, and those voiced at "Meet the President" events; as well as, the MIS systems administrator's recommendations. For operational and hardware replacement, MIS follows a 3-5 year cycle plan technology inventory based on assessment and findings from best practices. In addition, the CGC, department chairpersons, faculty, and staff are considered in making decisions for technology resource distribution and use. Academic programs adoption, network and server system monitors, and classroom construction and structure also contribute to where computer labs (open, instructional, or testing) are distributed and for what purpose. Moreover, decisions about use and distribution of the College's technology are also driven and supported by assessment findings.

Instructors', students', administrators', and staff members' technology training and actual use of these resources for work in the classroom or in the offices, the college's compliance with both federal and local laws (i.e., CIPA, HIPPA, FERPA, PCI-DSS/PA-DSS), systematic upgrades and upkeep of infrastructure, hardware and software, scheduled network penetration tests, firewalls, antivirus, testing of disaster recovery system, and enforcement of rules, policies, etc., and ensuring they are regularly assessed is how GCC evaluates the effectiveness of its technology in meeting its range of needs. Many other factors the College takes into consideration in the evaluation process include: directives, policy reviews and updates, procedures (i.e., online, social network, and distance education, email directives, and bank system audits); assessments of SLOs and AUOs; and analyses of work orders.

The College effectively meet these needs by hiring qualified personnel for technical



positions, or for positions requiring technology backgrounds, experiences, or possessing the right credentials and certifications. Reduction of costs, cost-savings, or economic approaches through recycling or re-using technology, invitation for bids, or request for proposal processes to find the best prices add a level of effectiveness. By ensuring the budget is allocated to make it possible to hire and fill vacancies or to increase technical support, especially in MIS and in highly technical fields of study, also make the College more effective in meeting these range of needs.

The prioritization of funds, advance budget planning, and the College's performance-based budgeting and employee evaluations, and successful accomplishment of set goals also add to how effectively needs are being met.

### **Standard III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

#### **Evidence of Meeting the Standard**

The ITSP along with the EA documents are the official technology plans that MIS primarily uses to continuously update and replace obsolete IT infrastructure. The same plan and documents are used to provide IT resources to ensure quality and capacity are adequate to support the College's mission, operations, programs, and services. Every year since the latest official adoption of these documents, a cumulative matrix of updates to the College's IT landscape are linked to the goals, objectives, strategies, standards, and desired outcomes stated in the ITSP and EA. The cumulative updates document, as authored by the MIS systems administrator, is then appended to the EA document and replaces previous year's matrix appendix. The EA document is then submitted with this updated appendix to the CTC and also to the FAD VP at the mid-year and year-end time as a way to provide evidence of the progress being made towards maintenance and improvement of IT resources. Most updates are based on what is feasibly possible to do within the year to address items in the ITSP and EA, as well as to resolve more pressing IT issues brought up by student and faculty representatives in the CTC, the Banner Core Group, in DC meetings, from COPSA, and from submitted service work orders. Many of the same updates are also documented or reported and communicated in MIS's weekly Finance and Administration division reports, MIS' Board of Trustees Quarterly Reports, in MIS' Assessment, and its systems administrator's midyear and year-end performance evaluations.

MIS' budget submissions for both legislatively appropriated and non-appropriated funds ensure financial planning is conducted for maintaining or improving the Ellucian Banner Enterprise Resource Planning (ERP) system, outsourced technical and professional services, administrative systems, as well as classroom information and instructional technology hardware and software. The MIS budget planning process and cash flow management ensures continuous upgrades to the quality and capacity of servers, network, Internet bandwidth, and other services that directly benefit all students, employees, and

campus guests. Among others, software and hardware upgrades to computerized instructional labs, library and open computer labs, multimedia, wireless and wired networks, student testing systems, and enterprise antivirus, firewall, and network monitoring system tools are made possible mostly by the Student Technology Fee which directly and indirectly impact their ability and success in meeting educational endeavors.

Ensuring sufficient budgeting and cash flow for all technology operations, maintenance, and emergencies, using and updating the ITSP/EA documents to provide guidance and direction, implementation of the college's hardware replacement cycle, ongoing and annual multimedia upgrades and maintenance, ongoing or on-demand training for technology, internet bandwidth monitoring and upgrading as needed, monitoring of internal network utilization and upgrading of networking equipment, reviewing standard specifications and costs every six months, holding annual bids for hardware and software, and addressing student and faculty concerns through committees all provide ways that GCC ensures a robust, current, sustainable, and secure technical infrastructure that provides maximum reliability for students and faculty. As well, the College provides on-demand or via work order submissions to immediately address system or service issues, reliability, accessibility, or system down issues.

The College bases its technology decisions on the results of evaluation of program and service needs as evident in its assessment reports, budgets, meeting minutes, bids, bid awards, requisitions, purchase orders, invoices, receipts, policies, directives, procedures, e-mails, voiced concerns at "Meet the President" sessions, and curriculum changes.

In prioritizing its needs when making decisions about technology purchases, GCC relies on the availability of funds or cash flow, technology fee funds, and appropriated and other non-appropriated funds – all of which are currently sufficient for operations and planned upgrades.

Contractual obligations for operations and maintenance of the ERP are high priorities as well as the upgrade of hardware and software for classroom needs as supported by assessment findings and analysis of aged inventory that is also used as the replacement cycle plan. In addition, the reprioritization of funds for emergencies are met as determined.

The basis for decisions GCC makes regarding the use and distribution of the College's technology resources in relation to DE/CE include: academic management or administrator directives, initiatives, priorities and requests; faculty concerns and requests via CTC and BANNER Core group representatives; meetings and discussions with MIS team; department chairperson and faculty requests; assessment findings; and availability of funds and budget priorities, constraints and cash flow.

In adhering to Federal regulations, the College utilizes a number of provisions to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE course and programs. For guidance and direction, the College uses and updates the ITSP/EA documents. Regarding the technology hardware, GCC relies on its Replacement Cycle plan as well as ongoing and annual multimedia

upgrades and maintenance. Other provisions include: on-demand or via work order submissions to immediately address service, accessibility, reliability or system down issues; ongoing or on-demand training for technology; six-month review of standard specifications and costs; annual bidding for hardware and software; internal network utilization monitoring; and student faculty concerns through committees. Having a multi-pronged campus Internet connectivity also adds to maximizing reliability of the network infrastructure.

Assessment reports, budgets, meeting minutes, bids and bid award, requisitions, purchase orders, invoices, receipts, policies, directives, procedures, E-Mails, concerns brought up at “Meet the President” sessions, and curriculum changes serve as evidence that GCC bases its technology decisions on the results of evaluation of program and service needs. Said evidences apply to DE/CE as well.

### **Analysis and Evaluation**

Based on the evidence provided, the institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

### **Standard III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

### **Evidence of Meeting the Standard**

GCC provides the following for the management, maintenance, and operation of its technological infrastructure and equipment: approval of Funding & Budget Plans; hiring and training of Employees; formation of Academic Technologies section; upper Management Support; approval of requisitions, training requests; approval of upgrades; upper management approval of renewals for licenses, service subscriptions, outsourced technical support, extended warranties, etc.; replacement cycle of computer labs and servers; upgrades of networking equipment (switches, routers, access points, etc.) and cabling systems; upgrades of Wi-Fi / Wireless equipment; and use and update of ITSP/EA document for guidance and direction. Upper management support of the DR sites of the ERP and the ERP’s planned moved to the Cloud environment.

The College provides an appropriate reliability and emergency backup system for BANNER INB applications and database, and its completed MyGCC Portal Disaster Recovery implementation. As well, GCC has in place a Disaster Recovery site of the most critical components of the system, VMWare failover features, UPS for ERP Server and communication equipment, and backup networking equipment in case of total failure (i.e., lightning strikes, extreme power spikes, fire, and water damage), and multi-prong Internet connectivity in place with current ISPs up to year 2018. Plans are underway to move the College’s ERP into the Cloud which will provide for an additional reliability

and emergency backup system.

### **Analysis and Evaluation**

Based on the evidence provided, the institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

However, one of our biggest challenge is the College's generators that supports the server room. Unfortunately, this generator has gone through a lot of damage and repairs due to constant power issues from our island power grid. It continues to be threatened by the same environmental issues of island power / electrical system malfunctions, lightning, snakes, earthquakes, typhoons, and/or flooding.

### **Standard III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

### **Evidence of Meeting the Standard**

GCC assesses the need for information technology training for students and personnel with different approaches, especially when it comes to upgrades of the components of the ERP, or with hardware and software. Generally for personnel, a training plan is developed and used based on what the job or the position entails and this is either done in a formal or informal process. The training need is optionally assessed by the employee through self-identification of their current skillsets, knowledge, experience, and overall know-how, and may submit for a formal or informal training request, or simply be directed by the employee's supervisor based on prior observations or performance evaluations, objectives, goals, and outcomes. Through this self-assessment or performance evaluations, identified training needs are based on the required technology skill to address gaps between what the job requires now and what is lacking by the employee, what improvements are being desired to do a better job with technology, what new areas of interests does the employee want to pursue in using technology, or how will the technology improve efficiency or productivity in the workplace. GCC also uses Institutional Priorities to guide employees when submitting for formal professional development which are regularly announced on MyGCC portal. Annual funding from different sources for training is made available to staff, administrators, and faculty.

As for students, announcements are made on the MyGCC portal to provide students with training opportunities other than those that are already going to be addressed in, or are part, of their courses. The general approach for students' technology training is assessed by the use of assessment results, pre-tests, surveys, and communication in committees.

Academic Technologies section under the Finance and Administration Division provides trainings throughout the year on different system topics, system tools, computer

equipment, multimedia, applications, and software. MIS personnel regularly undergo trainings, but it is a challenge to keep up due to the fast-paced changes and upgrades that occur with technology. The current ERP, for example, is always being upgraded and some upgrades are minor, but before we can even finish basic pre-requisite training, major upgrades occur making it very difficult to catch up and be self-sufficient or to become independent of outsourced technical support. Ideally, when new technology is introduced and MIS is consulted prior to its implementation, then training needs are identified and conducted. However, this is not always the case as some technology implementation occur off the MIS radar or technology-related grant applications are submitted and awarded without identifying appropriate training and technical support needs. When training is provided and is closely linked to actual implementation or technology use, it is usually effective. However, when training is conducted without linking to GCC's environment, it is not as effective. The true evaluation is being able to do what is expected of the individual after the training is received, which is not always the case, as previously noted. Moreover, most training are evaluated by simply doing a training evaluation or survey immediately after the training is conducted.

Both students and faculty conduct self-assessments when planning to get involved in DE/CE. Failure to meet pre-determined requirements informs participants on their need for further training. To aid in meeting requirements set for teaching and/or taking classes online, counselors or advisors can assist students in reviewing the necessary skillsets, employees are responsible for reviewing the qualification, credentials and background they will need to teach online.

In terms of actual formal processes for assessing the need for information technology training related to DE/CE, none currently exists and needs to be established. At this time, self-assessment is the norm and individuals need to submit their interests to be trained and certified to teach DE. CE credentialing is reviewed by Human Resources Office and are based mostly on education and experience.

There is a not-so-formal process established for assessing actual need for student technology training in DE at the College; however, student readiness quizzes and scoring online, prerequisite information as published, course pre-tests, student surveys, and communication in committees are current practices. Faculty personnel; however, must have DE certification to participate in distance education teaching and training is different from traditional teaching mode as computers, Internet, and online technology skillsets for DE are NOT optional.

### **Analysis and Evaluation**

Based on the evidence provided, the institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

## Standard III.C.5

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

### Evidence of Meeting the Standard

Decisions about the use and distribution of GCC's technology resources are normally made by upper management, but the Board of Trustees (BOT) also supports the decision-making through the Tuition and Fees policy that requires charging students for Technology Fee every semester. Although 50% of the Student Technology Fee collected is expected and supposed to go to operations and 50% to go towards upgrades, flexibility is allowed depending on priorities or emergencies. A higher priority is always given to operations to run mission-critical servers, maintain computer labs and the network, as well as having sufficient Internet. Upgrades sometimes need more or less funding depending on type of hardware being replaced. Upper management directives, initiatives, or priorities are used in technology resources decision-making, but student, faculty, staff, and administrator needs and concerns are also addressed via participation or representation in the College Technology Committee (CTC) and/or in the Banner Core Group. As for most operational matters or hardware replacements related to mission-critical operations, the Management Information Systems (MIS) administrator is charged in making these types of decisions. The CTC usually decides and addresses institutional-wide recommendations and approves them to be moved forward to the College Governing Council (CGC) for adoption. As such, the CTC is a recommending body for standards, policies, and practices of technology resources or issues brought up by all types of users. Faculty, Academic Department Chairpersons (DC), and other employee requests also influence technology decision-making, but the flow of these requests follow the approval hierarchy protocol before it reaches either their DCs, deans, VPs, the President, the CTC, or the MIS administrator. Finally, decisions are also made through assessment findings based on network and server system monitors or supporting related statistics, as well as initiatives for better use of financial resources such as moving resources to the Cloud to gain more reliability, have it more accessible, and reduce costs among many other benefits.

Some of the ways GCC assures a robust and secure technical infrastructure for providing maximum reliability for students and employees (faculty, staff, administrators) for its offering in DE/CE courses and programs are: 1) its continued use and updating of the ITSP/EA and DE Strategic Plans and DE Operations and Procedures documents which provide overall guidance and direction to the college regarding technology plans, implementations, and DE/CE technical and operational needs; 2) the inventory of hardware that is also used as the replacement cycle based on the age of the computer labs, usually every 3 to 5 years, as funded by the Student Technology Fee funds or by grants; 3) used of departmental budgets or grants to update employee office computers or by redistribution of computers from recently upgraded labs; 4) use of non-appropriated funds for the upgrade of servers every 5 years; 5) yearly funding allocation within the Student Technology Fund for networking infrastructure such as copper and fiber-optic cabling and equipment upgrades for switches, routers, access points, firewalls, and

Internet bandwidth; 6) annual and ongoing multimedia upgrades and maintenance as handled by the Academic Technologies department under Finance and Administration, also as funded by the Technology Fee and grants; 7) ongoing or on-demand training for technology as coordinated or done by Academic Technologies; 8) the upgrading for Internet bandwidth based on utilization statistics which is triggered when 75% of available bandwidth is breached daily and for a period of time, usually lasting more than one month; 9) through the practice of a 6-month or bi-annual review of computer standards specification which can trigger a bid to attempt to get better pricing for upgraded computers; and, 10) through the committees, meetings, and training participation of students and faculty whose concerns are heard and addressed.

### **Analysis and Evaluation**

Based on the evidence provided, the institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

## **Standard III D: Financial Resources**

### **Standard III.D.1**

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

### **Evidence of Meeting the Standard**

The degree to which the College has adhered to its mission and goals plays a major role in the allocation of financial resources. For instance, **FY 2018 Budget Preparation Guidelines** set the guidelines for resource allocation which includes departmental goals and objectives, performance indicators, and proposed outcomes. In addition, the alignment of the budget goals and objectives with ACCJC standards ensures that the learning programs and services are sufficiently and effectively provided to the Institution and its students.<sup>296</sup>

GCC's financial statements show that the College continues to use its financial resources efficiently to meet its obligations to its students, vendors, and employees. As can be seen from the table below, the revenues meet expenditures every fiscal year. The table summarizes financial records from 2012 to 2017.<sup>297</sup>

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<sup>296</sup> FY 2018 Budget Preparation Guidelines

<sup>297</sup> Financial Audit Fiscal Year 2012 - page 41; Financial Audit Fiscal Year 2013 - page 40; Financial Audit Fiscal Year 2014 – page 38; Financial Audit Fiscal Year 2015- page 45; Financial Audit Fiscal Year 2016 – page 46

	FY 2012	FY 2013	FY2014	FY 2015	FY 2016	FY 2017
Revenues	39,971,801	36,085,083	40,134,467	42,390,002	Add data	
Expenditures	37,653,082	33,004,685	34,892,353	35,727,251		
Increase (Decrease) in Fund Balance	2,318,719	3,794,011	5,242,114	6,662,751		

The revenues received and generated by the College are appropriated by the Government of Guam, Manpower Development Fund, Federal Grant, and Tuition and Fees.<sup>298</sup>

Government of Guam allots appropriated funds to GCC from the legislative budget for its institutional operations and supports two programs, namely, licensed practical nursing and vocational guidance programs. Non-government sources of College revenues are tuition, fees, grants, and scholarships sponsored by private entities.<sup>299</sup>

The revenues are spent for educational purposes like instruction, academic support, student services, institutional support, and scholarships, and to improve infrastructure, facilities, equipment, and manpower that are needed to enhance and sustain the delivery of quality education and job trainings.<sup>300</sup>

Resources are allocated according to guidelines for prioritization. Each department or unit's assessment of financial needs is one of the bases for budgeting. In addition to that, the list of institutional priorities (Professional Development Priorities, Academic Year 2014-15) and stipulations in the Institutional Strategic Master Plan serve as guides to the channeling of funds.

All departments' budget requests are justified utilizing the performance budgeting process. GCC's financial planning involves stakeholders at all levels. Budget input is made at the department level and reviewed by the Department's respective Dean or Department Administrator. Once compiled, the College's overall budget request is reviewed 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 Board of Trustees serves as the last and final review and approval in the College's annual budget process and have oversight in determination of the College's financial needs.

Quarterly and annual financial reports are posted on the GCC website under Public Reports and the College undergoes an annual audit by an independent auditor. Allocation

<sup>298</sup> BOT By-Laws - Funding p.9

<sup>299</sup> Five-Year Strategic Resource Plan 2012-2016, pp. 2-3, Strategic Resource Plan 2017-2021, p.2

<sup>300</sup> ISMP 2014-2020 p.11



of resources is guided by Institutional Priorities, Institutional Strategic Master Plan, and an established protocol to determine prioritization of funding among the different departments and units. Management and Board of Trustees hold monthly meeting to discuss the College financial position. Based on the status of the financial position, instructional expenditures are given priority to ensure minimal class disruption. Other expenditures are then addressed in the order of need. Among the effective practices that safeguard institutional security in monetary resources is thorough scrutiny of proposed expenditure for capital improvement projects (CIPs).

### **Analysis and Evaluation**

GCC's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. A budget process ensures that resources are distributed to ensure that maintenance and development of programs and services are sufficiently funded. Internal controls such as accounting for handled checks or currency, counter-checking payments and accounts receivable, and maintaining clear rules on bank transactions, are in place to ensure that financial transactions are carried out in such a way that accounting errors are avoided and financial records are maintained with integrity. The proof of this prudent handling of resources is the unqualified/unmodified audit reports of Deloitte & Touche, LLP, an independent auditor who examines GCC's books annually, as cited in FY 2015 Financial Statement Audit Report.<sup>301</sup>

In fact, the institution is among only a few government agencies that consistently pass rigorous audits. GCC has maintained its low-risk status for sixteen consecutive fiscal years, and is consistently commended for maintaining this status by the Office of Public Accountability. GCC is one of Government of Guam's agencies that hold a low-risk status.<sup>302</sup>

### **Standard III.D.2**

*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

### **Evidence of Meeting the Standard**

Financial planning and management of resources are consistent with GCC's annual planning cycle that is guided by Five-Year Strategic Resource Plan, ISMP, Program and Course Assessment Plans, and Program Reviews.<sup>303</sup>

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<sup>301</sup> FY 2015 Financial Statement Audit Report

<sup>302</sup> GCC's 16th Clean Audit

<sup>303</sup> Five-Year Strategic Resource Plan 2012-2016 p.1

The institutional mission serves as the guide for the different departments' and units' determination of financial resources needed for any fiscal year. Allocation of resources to the different financial needs of the institution relies on set guidelines for prioritization based on the current need and performance of departments and units. The Board of Trustees, key administrators, faculty, and staff collaborate to ensure that GCC consistently earmarks expenditures to support institutional plans. If any stakeholder wishes to check if government funds are appropriately spent, he or she can readily check the financial report of GCC because it is accessible to the public via GCC home page. In order to mitigate cash flow difficulties, additional resources are derived from other means such as through investments, special projects, auxiliary entities (bookstore and cafe), grants, and scholarships. The College has insurance coverage to address any risk.

As part of the annual fiscal planning process, GCC reviews its institutional mission and department goals (FY 2018 GovGuam and NAF Budget Preparation). For any fiscal year, all departments must indicate: a) between three to five goals and objectives; b) performance indicators; and, c) proposed outcomes for each of these goals. 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 FY 2018 GCC Budget Preparation for GovGuam and NAF. As mentioned above, current and future budget requests are evaluated for justifiability. Growth budget is accepted with the approval of the Deans and Vice President and is required to be linked to the Tracdat assessments. Requests for increases in budgets must be due to additional funding of programs and departments based on documentation in TracDat. Examples include new curriculum, additional classes, and added department function. Approval of departmental budgets is based on institutional priorities in allocation as exercised by the Board of Trustees.

The GCC annual planning cycle integrates the ISMP GCC Five-Year Strategic Resource Plan 2012-2016. The College's budget preparation guidelines include a timeline of key activities. An example of such timeline is in FY 2018 GovGuam and NAF Budget Preparation.<sup>304</sup>

GCC's fiscal expenditures in the past have supported the achievement of institutional plans. This achievement has been made possible primarily because of Five-year Strategic Resource Plan for 2012-2016 period. The resource plan is part of GCC's annual planning cycle that integrates the College's Institutional Strategic Master Plan (ISMP), program and course assessment plans, program review, and budget planning process.<sup>305</sup>

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<sup>304</sup> GCC Five-Year Strategic Resource Plan 2012-2016; FY 2018 GovGuam and NAF Budget Preparation

<sup>305</sup> GCC Five-Year Strategic Resource Plan for 2012-2016, p.1

The ending balance of unrestricted funds for the institution's past three years are \$12,002,124 for 2014, \$11,010,597 for 2013, and \$5,995,310 for 2012. These amounts are respectively, 27.2%, 27.1%, and 15.9% of corresponding fiscal year's total net position. These percentages are well above the minimum 5% reserve needed for emergencies.<sup>306</sup>

As for the overall revenues, financial resources come from government appropriations, students' tuitions and fees, grants, scholarships, and earnings from investment. In order to mitigate cash flow difficulties, the College raises funds in the form of investments, special projects, auxiliary (bookstores, cafe), loans, grants, and scholarships. Noncapital financing activities actually brought in \$14,413,000 in 2013 and \$18,533,000 in 2012.<sup>307</sup>

### **Analysis and Evaluation**

Commercial insurance exists to provide for claims arising from various risks or losses such as: operation liability, errors and omissions; injuries and illnesses of employees; natural disasters; employee health, dental, and accident benefits; and, destruction of, damage to, and theft of assets. The institution has sufficient funds to pay for the different kinds of insurance it needs. Incidentally, no material losses have been sustained as a result of the College's risk management practices over the years 2014, 2013, and 2012.<sup>308</sup>

### **Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

### **Evidence of Meeting the Standard**

Actual allocation of financial resources is not a contentious issue because budget management is the result of consultation with constituents. Participative planning brings about an acceptable consensus. Financial management at GCC harnesses the College's governance structure that provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. The Resource, Planning, and Facilities (RPF) Committee reviews the Physical Master Plan and a list of campus-wide capital improvement projects (CIP). CIP needs are solicited from the campus community in the Spring semester of each year for the following year. RPF Committee makes recommendations on prioritizing capital improvement projects, including those that have great 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

<sup>306</sup> FY 2014 Financial Statement, p.15; FY 2013 Financial Statement, p. 16

<sup>307</sup> 2013-2104 Annual Report - p.34

<sup>308</sup> FY 2014 Financial Statement p.31

forum for the discussion on concerns and issues regarding needed resources and facilities. The members of the committee are the Faculty Senate President, Faculty Senate President-Elect, Past Faculty Senate President, Faculty Union President, Vice President Finance and Administration, Facilities and Maintenance Coordinator, Dean of Trades and Professional Services, Dean of Technology and Student Services, two staff union representatives, and a student representative. All the members represent all the stakeholders of the campus community.

Aside from the Resource, Planning, and Facilities Committee, the College Governing Council is a key component of the College's governance structure. The members of the Council are faculty, staff, administrators, and students. It 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 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. The general public can access documents pertaining to the institution's financial planning and budget management via the College's website under Public Reports. In accordance with the dissemination of information regarding the College's financial status, monthly financial updates are provided at RPF meetings and the President regularly updates the campus community in meetings with students and employees.

### **Analysis and Evaluation**

GCC's financial planning and budget development involves stakeholders at all levels. All departments and units' budget requests are justified by documentation of performance and assessment results. Budget input is made at the department level and reviewed by the department's respective Dean or department administrator. The College's overall budget request is also reviewed by the Resource, Planning and Facilities Committee and the College Governing Council for comments and recommendation. The Board of Trustees serves as the final review and approving body of College's overall financial needs.

### **Standard III.D.4**

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

### **Evidence of Meeting the Standard**

The College is always guided by its Mission to provide high quality programs and services to our students. The Institutional Strategic Master Plan and departmental assessment plans exemplify institutional and departmental goals and objectives that guide the planning and acquisition of resources so that the College can operate efficiently and

accommodate growth consistently. Resources on hand, and those raised from loans and grants, need careful verification so that budget development can be effective and reliable. In this regard, accurate reporting of 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.

One of the most important components of GCC's financial planning is program review. Programs and student learning outcomes are analyzed bi-annually to determine if revisions are required to update and make the program goals more relevant for the students. 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. For example, if a department cannot meet a certain goal, it may be due to lack of supplies, equipment, and other reasons. If these are identified in the department assessment, then request for department growth budget may be made.

In accordance with prudent financial management, the College's management team reviews and discusses national and local economic conditions that may impact the financial standing of the local government. These initiatives of the management team are essential because the College's budget appropriation is affected by developments in the island's economy. With the reviews and discussions, the College is proactive in terms of foreseeing economic scenarios and adjusting accordingly to financial imperatives. In all these efforts to be fiscally responsible and stable, the College is always determined to deliver quality education and training in order to fulfill its vision and mission.

### **Analysis and Evaluation**

The budget goals and funding level for the college are reviewed and approved by the Board of Trustees, taking into consideration the current socio-economic developments and their implications. College funding prioritizes student learning as stipulated in institutional and departmental goals. Department/unit assessment and program review results are also utilized to determine resource allocation so that the College can manage financial resources in the most coordinated and fiscally responsible manner. The College's TracDat provides leads for the maintenance and assurance of the institution's financial integrity in meeting the needs of students and community workforce. In the area of developing financial resources, the College manages grants, scholarships, and sponsorships, and continues to search for alternative sources of financial assistance from government and private entities to support the needed expenditures.

### **Standard III.D.5**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the*

*results to improve internal control systems.*

### **Evidence of Meeting the Standard**

Once budget requests are approved and appropriated, funds are allocated to departments based on these requests and budgets are made available to departments no later than the October 15<sup>th</sup> of that fiscal year. Departments have access to budget, current balance, and outstanding purchase order information via MyGCC self-service.

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. The College is audited annually by an independent auditor and in FY15 there were neither material weaknesses nor significant deficiencies. The Board reviews all audit reports and management letter and any responses to audit findings are comprehensive and timely. The College is recognized for receiving fifteenth consecutive years as a low risk auditee.

Appropriate allocation and use of financial resources to support student learning programs and services are properly documented. 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 chairman or division manager 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.

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.

### **Analysis and Evaluation**

Budgets are made available to departments annually upon approval of appropriations and budget requests. Internal control systems, accounting process and procedures are in place to ensure the financial integrity of the information in financial reports to departments, college constituents, and the Board. TracDat facilitates faculty assessments of student learning outcomes and presents evidence of needed resources for the enhancement or execution of SLOs.<sup>309</sup>

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<sup>309</sup> 14th Annual Institutional Assessment Report AY 2014-2015

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.<sup>310</sup>

### **Standard III.D.6**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

#### **Evidence of Meeting the Standard**

Financial transaction records and documents are reviewed for errors and inconsistencies to ensure compliance with budgetary guidelines for the current fiscal year. Financial planning is monitored closely to ensure that the required funding for student programs and services are not jeopardized. Accuracy of financial documents is safeguarded by reports made accessible to the public via **GCC Public Reports**. These financial reports include Citizen-Centric Reports, Financial Audit Reports, monthly financial statements and financial highlights.<sup>311</sup>

The College undergoes annual audits and immediately addresses and corrects any accounting issue, if there is any. These audit reports document the College's adherence to federal and local regulations, and required accounting practices. Annual reports by GCC's external auditor state that there are no identified nor noted material weaknesses, significant deficiencies, and noncompliance, material in the financial statement.

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. Furthermore, audit findings are made available to the public via the Public Reports link in [www.guamcc.edu](http://www.guamcc.edu) homepage.<sup>312</sup>

Deloitte & Touche LLP, an independent auditor, came up with a favorable assessment of GCC's compliance and internal control in its **March 2016 [40]** audit report.<sup>313</sup>

Through meticulous planning and management of federal and local funds, the College is able to maintain its status as a low-risk government institution. GCC has set forth a framework for the Board of Trustees and the College administration to observe and

<sup>310</sup> Independent Auditor's Report September 30, 2015, p.7

<sup>311</sup> GCC Public Reports

<sup>312</sup> [www.guamcc.edu](http://www.guamcc.edu)

<sup>313</sup> Independent Auditors' Reports on Compliance and on Internal Control for fiscal year ending September 30, 2015, p.7

analyze future implications of major financial decisions. This framework, the five-year guide on resource planning for the period 2012 to 2016, is “part of the College’s planning cycle that integrates the College’s Institutional Strategic Master Plan, Program and Course Assessment Plans, and Program review with the resources necessary to meet these strategic planning objectives.”<sup>314</sup>

Furthermore, the institution has continually adjusted its guidelines for budget preparation to ensure prudent allocation of financial resources. The process for management of financial resources incorporates institutional mission, department goals and outcomes, the actual budget, assessment via TracDat, and analysis of outcomes.<sup>315</sup>

### **Analysis and Evaluation**

The audited financial statements reflect the College’s fiscal stability and credibility. This has been proven by fifteen 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 administration that ensures that 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.

### **Standard III.D.7**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

Through various meetings with students and employees, the President shares information about the financial status, expansion plans, and capital improvement projects of the institution. The annual budget and audit reports are provided publicly via the institution’s website and at the RPF committee and CGC meetings. Copies of the audit report are given to the Board and discussed during monthly BOT meeting. Any findings or management letter comments are discussed with the Board and documented in BOT meeting minutes.

GCC audit reports from fiscal years 2012 to 2015 did not show any issue that needed to be addressed.

### **Analysis and Evaluation**

The annual audit of GCC’s financial resources has, so far, not yielded any contentious findings. In any case when external audit results to noncompliance or any negative issue, the College is ready to respond accordingly. Current accounting procedures ensure that

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<sup>314</sup> Five-Year Strategic Resource Plan 2012-1016 page 1

<sup>315</sup> FY 2018 GovGuam and NAF Budget Preparation



financial resources are managed with utmost scrutiny and documentation. The College has been transparent in its handling of financial resources as manifested in periodic meetings with stakeholders and continual accessibility of audit reports in the institutional website.

### **Standard III.D.8**

*The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

#### **Evidence of Meeting the Standard**

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 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. In consonance with prudent principles for fund management, requests involving \$250,000 or above are reviewed and approved by the Board of Trustees.

The institutional budget goes through the scrutiny of the Board of Trustees. Local, 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 in the use of federal funds. In its effort to ensure fiscal integrity, the College keeps required documentation to support expenditures.

The multi-level approval process, responsive fiscal management, and government-required accounting practices ensure that the use of financial resources is justifiable and effective in all respects. The soundness of resource allocation 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.<sup>316</sup>

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<sup>316</sup> Independent Auditors' Reports

## Analysis and Evaluation

In fiscal 2015 audit, Deloitte and Touche LLP reported that the GCC complied in all material respects with applicable compliance requirements. The results of the tests applied by these independent auditors did not show any instance of noncompliance or other matters that are required to be reported under Government Auditing Standards.<sup>317</sup>

Regular assessment of financial and internal control systems by the College management ensures that resource allocation is effectively monitored and that any opportunity for more efficient financial management is addressed.

## Standard III.D.9

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

### Evidence of Meeting the Standard

GCC has been resilient in sustaining periodic financial constraints generated by the Government of Guam's budget deficit across several years.<sup>318</sup>

Despite these uncertainties, the College has been able to maintain or exceed the five percent cash reserve to maintain operational stability. In the past three years (2012-2014), the College has been able to maintain an average year-end unrestricted fund balance of approximately \$8.5 million. This achievement can be attributed to the campus community's conscientious efforts in finding ways to increase revenues and reduce operational costs.<sup>319</sup>

The College continues to monitor the economic situation of the Government of Guam, as it receives 60% of its total funds locally and 90% of its personnel funding from local appropriations. Personnel in the business office monitors cash flow on a weekly basis and takes steps to limit expenditures when necessary.

## Analysis and Evaluation

Guam Community College has a contingency plan existing and in the event that the Institution encounters inadequate funding, the GCC Foundation, a nonprofit organization can provide the needed financial support. The College has never encountered a financial emergency since its inception in 1977, forty years ago. Guam Community College is also a semi-autonomous entity under the local government of Guam.<sup>320</sup>

Cash flow and bank accounts are monitored on a daily basis. A daily cash flow report is

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<sup>317</sup> FY2015 Compliance and Internal Control p.3

<sup>318</sup> Management Letter to the BOT p.13

<sup>319</sup> FY 2012-2013 Annual Report

<sup>320</sup> Board Policy 200 - Fiduciary Responsibility

kept in the Business office. Each request of funds must go through the proper procurement process (Materials Management Standard Operating Procedures). Additionally, the president periodically meets with various Senators to ensure GCC financial budgets and needs are being evaluated in the research and presentation of legislative bills.

### **Standard III.D.10**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

#### **Evidence of Meeting the Standard**

GCC Management meets weekly to discuss the academic and financial operations of the College.

Once a month the Board of Trustees 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.<sup>321</sup>

The Vice President of Finance and Administration and the President ensure that budget planning is tied to the mission, goals and Institutional Strategic Master Plan 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 assessment process. The five-year plan 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.<sup>322</sup>

#### **Analysis and Evaluation**

All of GCC's budget is approved by the Board of Trustees. Local appropriations are approved by the Legislature and the Governor of Guam. Non-appropriated funds and federal grants are maintained in the Business Office. Annual budgetary reports and previously approved budget requests are published on the College's online website under public reports, budget requests. Allocations of financial resources can also be viewed in the Financial Information.<sup>323</sup>

A clear depiction of financial and admission goals is displayed in GCC's TracDat website, providing evidence for the maintenance and assurance of the College's financial

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<sup>321</sup> Board of Trustees Minutes

<sup>322</sup> Five-Year Strategic Resource Plan 2012-2016

<sup>323</sup> Annual Budget Requests

integrity in meeting the needs of students and the community workforce. As the College receives additional grant funding, internal controls exist to ensure employees effectively monitor expenditure of these federal and local grant funds.

The risk of financial instability is minimal because the management is actively involved in the day to day operations of the College. GCC achieved a milestone by qualifying as a low-risk auditee for the fifteenth consecutive fiscal year. Furthermore, the College continually develop risk management plans to address financial emergencies and unforeseen circumstances, such as theft of, damage to, and destruction of assets.<sup>324</sup>

The institution has sufficient cash flow revenues to maintain stability. Revenue from student tuition and fees and auxiliary operations is held in a non-appropriated fund. College budgetary needs that are not met by the Government of Guam allocation are prioritized and funded by non-appropriated funds account following the budget procedures. There has been no request to increase tuition and student fees since Fall 2011, as the current budgets are adequate to meet the needs of the College. Budget requests start in November and after going through the budget process, they will be submitted to the Bureau of Budget Management and Research (BBMR) and the Legislature in February.<sup>325</sup>

### **Standard III.D.11**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

#### **Evidence of Meeting the Standard**

The management 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 government. Based on this, the College 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 on its spending to ensure that payments of its long term debt and obligations are met. Spending is limited to instructional, contractual services, personnel costs, and utility costs. Other operational costs are reviewed and approved prior to spending.

The College maintains its financial accountability and solvency. The table below shows

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<sup>324</sup> FY 2015 Financial Highlights

<sup>325</sup> Budget Guidelines

the liquidity of the College.<sup>326</sup>

### Liquidity of Guam Community College

A	B	C	D	E	F = B/E
Fiscal Year	Cash and Cash Equivalents	Total Current Liabilities	Unearned Revenue	Net Current Liabilities	Ratio of Cash to Net Current Liabilities
2012	\$3, 588, 384	\$5, 903, 158	\$1, 997, 753	\$3,905,405	0.92
2013	\$4, 675, 109	\$4, 476, 387	\$2, 080, 272	\$2,396,115	1.95
2014	\$6, 276, 500	\$5, 352, 526	\$1, 947, 357	\$3,405,169	1.84
2015	\$5, 241, 797	\$4, 809, 512	\$2, 028,286	\$2,781,226	1.88

Unearned revenue is excluded from our total current liability data because this is revenue to be earned in the future.

### Analysis and Evaluation

The effectiveness of the College's resource allocation is reviewed and evaluated by the management and Board of Trustees 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 institution'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. This processes also provide data-driven information for college-wide decision-making and resource allocation. The College manages and allocates its financial resources seriously to provide better services to its students and to sustain the operational needs of the College.

### Standard III.D.12

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment*

<sup>326</sup> Financial Audit Report FY12 p.15; Financial Audit Report FY13 p.16; Financial Audit Report FY14 p.15; Financial Audit Report FY15 p.15

*Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

### **Evidence of Meeting the Standard**

The College does not have OPEB as the College is not liable for any benefits to employees after they retire.

However, the College does maintain liabilities on its financial statements for accruals of annual and sick leave for active employees. The College has a policy that limits accrual of unused leave up to 420 hours. Out of 420 hours, 100 hours are transferred to sick leave accrual. Employees are encouraged to use any excess annual leave hours prior to end of the fiscal year or the hours will be lost.<sup>327</sup>

Any health and dental insurance related benefits are paid only for active employees. The College participates in the Government of Guam Defined Benefit Plan (DB Plan), a cost-sharing multiple-employer defined benefit pension plan administered by the Government of Guam Retirement Fund (GGRF). The DB Plan provides retirement, disability, and survivor benefits to plan members who enrolled in the plan prior to October 1, 1995. Employees employed after October 1, 1995 are required to participate in the Defined Contribution Retirement System (DCRS). Contributions into the DCRS plan by members are based on an automatic deduction of 5% of the member's regular base pay.<sup>328</sup>

All retirement payments are made directly through the GovGuam Retirement Fund. Also, the DB plan offers postretirement healthcare benefits to retirees who are members of the GGRF.

### **Analysis and Evaluation**

The College consistently pays the contribution to both DB and DCRS plan. The College has the financial resources to meet its liabilities and future obligations. The College has no obligations for Other Post-Employment Benefits (OPEB).

### **Standard III.D.13**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

### **Evidence of Meeting the Standard**

The College has no locally incurred debt instruments that can affect the financial

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<sup>327</sup> FY 2015 Financial Statement audit report p.15

<sup>328</sup> FY 2015 Financial Statement Audit Report pp. 28-29

condition of the Institution. Guam Community College has two long-term debts to the U.S. Department of Agriculture incurred for the construction of the Learning Resources Facility and the Foundation Building. Term payment is disclosed in the Financial Statement.<sup>329</sup>

### **Analysis and Evaluation**

GCC consistently make monthly payments and funds are automatically deducted from GCC's General Fund bank account. GCC has not defaulted on the loans. The College has pledged all gross revenues to repay the above long term debts to U.S. Department of Agriculture. The College has a clear and detailed plan to meet its long-term obligations.

### **Standard III.D.14**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

### **Evidence of Meeting the Standard**

The GCC Foundation is a private organization established in August 1982 for the purpose of raising funds for student scholarships and College programs. It also provides funding for College activities to include Capital projects. The non-profit, public benefit corporation operates under a separate Board of Governors and fosters community relationships and partnerships and accepts donations from businesses and individuals on behalf of the College. The Foundation provides financial support for the objectives, purposes and programs of the College. Although the College does not control the timing, purpose, or amount of receipts from the Foundation, the resources and income thereof held and invested by the Foundation are restricted to the activities of the College.<sup>330</sup>

Guam Community College provides the following auxiliary services such the Bookstore, the Cafe and Basto Catering Services (BCS) dining facility.

In addition to direct federal grants, GCC also receives federal subgrants, local grants and private company grants.

### **Analysis and Evaluation**

The Foundation Board of Governors has oversight over all revenues generated from fundraising activities and donations and approval authority over how foundation monies are allocated and utilized for the benefit of the College. This oversight includes the

<sup>329</sup> FY 2015 Financial Statement Audit Report p.36

<sup>330</sup> Guam Community College Foundation

assurance that financial resources are being utilized in a manner that is consistent with the mission and goals of the College.

Since the GCC Foundation is legally considered a non-profit private corporation and a component of the College, its financial statements and investment activities are subject to an annual audit by an independent auditor. For the year ending September 30, 2015, the auditing firm conducted an audit on the Foundation for compliance with the type of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement on the Foundations federal programs. Based on the audit report submitted to the Foundation's Board of Governors, the Foundation complied in all material respects, with the compliance requirements Described in OMB Circular A-133 regarding federal programs.<sup>331</sup>

### **Standard III.D.15**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

#### **Evidence of Meeting the Standard**

Guam Community College does not offer federal student loans under the federal aid program. The College is subject to Single Audit compliance requirement in accordance with the Office of Management Bureau (OMB) 133 for grants awarded to the College.

#### **Analysis and Evaluation**

The College employs federal program administrators to ensure that the objectives and goals are properly administered and monitored as stated in the grant award agreement. As evident from the Independent Auditor's Report on Compliance and on Internal Control, GCC has maintained its low risk auditee status for fifteenth consecutive years.<sup>332</sup>

### **Standard III.D.16**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

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<sup>331</sup> GCC Foundation Audit Report

<sup>332</sup> Independent Auditor's Reports on Compliance and on Internal Control



## Evidence of Meeting the Standard

The College has a variety of contractual agreements ranging from purchase orders, construction contracts, educational consultant contracts, service contracts, and lease purchase agreements. GCC follows the GovGuam procurement rules and regulations. Guam Community College's Materials Management Office (MMO) procures all goods and services for the College. The MMO reviews and processes requisitions into a purchase order, contract, or travel authorization to ensure that the procurement rules and regulations are followed. The MMO is also responsible for preparing documents in order to issue Invitation for Bids (IFB), Request for Proposals (RFP) and Request for Information (RFI) to procure goods and services for the College.

The President and the Vice President of Finance and Administration reviews all contractual agreements to ensure that the language in the contract is in line with established procurement laws and regulations and consistent with the mission and goals of the institution. When necessary, legal counsel may be asked to review some contracts to ensure that all the clauses are adequate and complies with all legal requirements. Included in all contractual agreements are sections covering termination of the agreement as well as the appeal process for disputes. The termination section covers situations where the contractor fails to perform in whole or in part any of its obligations. The dispute section covers the appeal process where the contractor can present merits for the reconsideration of the College's decision to terminate the contractual agreement.

Board Policy 232 establishes the President's authority for approving and signing contracts not exceeding the maximum amount of \$250,000.00. Pursuant to the policy, any contractual agreement exceeding \$250,000.00 requires Board approval. The manager/department head initiating the contractual agreement is responsible for overseeing the contract to ensure that the contractor meets the obligations stipulated in the contract.<sup>333</sup>

A sample of a contract not exceeding the maximum amount of \$250,000.00 is the Agreement between GCC and Basto Catering Service (BCS).<sup>334</sup>

## Analysis and Evaluation

The Materials Management Office has Standard Operating Procedures for procurement of goods and services and follows the Government of Guam Procurement rules and regulations. There are standard contracts for different types and each contract must be tailored to the specific needs of the service or goods being provided (Sample Contract: Food and Beverage Services).

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<sup>333</sup> Board Policy 232 - Contractual Agreements

<sup>334</sup> Contract of GCC with BCS Cafe

Once contracts over \$250,000.00 have been processed through the Materials Management Office, VP of Finance and Administration, the President will submit to the Board of Trustees for approval.<sup>335</sup>

The Attorney General's Office must approve construction projects that cost \$500,000.00 and over. Prior to the bid award, the contract must be reviewed and approved by the Attorney General's Office or an assigned Special Attorney. Upon review and approval, the Bid Award is issued to the selected contractor.

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<sup>335</sup> Board Policy 228 - Procurement

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.*

### **Standard IV.A.1**

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

### **Evidence of Meeting the Standard**

Guam Community College is committed to maintaining a culture of success where students, faculty, administrators, and staff work together in a positive and collaborative way. This culture promotes innovation toward institutional excellence and supports the institution's mission, goals, and values.

College goals and core values are articulated through the 2014-2020 Institutional Strategic Master Plan (ISMP), institutional excellence is advocated through the mission statement, and improvement at all levels is supported through the participatory governance structure. The 2014-2020 ISMP is available to all constituents on the GCC public website.<sup>336</sup>

The Board of Trustees (BOT), president and other institutional leaders identified through Policy 140, Organizational Chart encourage innovation and institutional excellence and together with the College Governing Council (CGC), Council of Postsecondary Student Affairs (COPSA), faculty and staff senate representatives, and institutional committees make up the college participatory governance process<sup>337</sup>

The governance process is the formal avenue used by college constituents to put forward ideas for college planning, programming, and improvement. Informally, individuals within the institution may bring new ideas to their respective representatives for dialog, consideration, and action.

The office of the president encourages innovation through the President's Innovative Ideas Program (PIIP). This program supports ISMP Goal One: *Retention and Completion* by

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<sup>336</sup> 2014-2020 ISMP

<sup>337</sup> Policy 140 Organizational Chart

encouraging college personnel to develop strategies that address developmental education and skills gaps, completion challenges, and develop pathways to improve college readiness, and increase completion and success rates of students with developmental education issues.<sup>338</sup>

Additionally, the office of the Academic Vice President (AVP) developed the Small Assessment Grant Award (SAGA), which supports ISMP Goals Two: *Conducive Learning Environment*, Goal Three: *Improvement and Accountability*, and Goal Four: *Visibility and Engagement*. The SAGA award provides funding support for departments, and faculty to develop and improve course assessment, enhance student-learning outcomes, and serves as an incentive to those willing to engage in small research projects.<sup>339</sup> Examples of SAGA awards include the Dual Enrollment Accelerated Learning Program (DEAL) and the Dual Credit Articulated Program of Study (DCAPS) for secondary students. The DEAL program allows high school juniors and seniors to simultaneously earn college credit for Math and English courses and the DCAPS program allows students completing trades and technical courses to earn college credit. College credits awarded range from three to fifteen credits across various Career and Technical Education (CTE) programs, thus streamlining the post-secondary process and decreasing college completion time.<sup>340</sup> College credits awarded range from three to fifteen credits across various Career and Technical Education (CTE) programs. The development of these programs supports the College the College 2014-2020 ISMP goals of *strengthening and improving student success and course improvement through visibility and engagement*.<sup>341</sup>

College performance data can be found in the annual reports, Institutional Assessment reports, audit reports, financial reports, Fact Books, media releases, and publications. These public documents are available to all constituents electronically through the GCC public website, and are available to all constituents. Registered students, faculty, staff, and administrators have access to reports, campus events, committee minutes and other pertinent information on the college website. In addition, a GCC impact video that illustrates the College's success is presented to faculty, staff students during fall convocation, to students during "Meet the President" events, during BOT meetings, and as supporting evidence during legislative budget hearings.

Institutional performance and updates are provided biannually to students during the president's town hall meetings, "Meet the President." These events are electronically broadcast to students on the MYGCC announcement tab, and in the COPSAs calendars and flyers. This forum allows for student's participation in college improvement and provides students with the opportunity to express ideas for institutional improvement.

Annual College convocation events update faculty, staff, and administrators on college finance, campus improvements, and progress. Other mechanisms for participation of college improvement ideas can be discussed during department, committee, student leadership, department chair, and president's management team meetings.

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<sup>338</sup> President's Innovative Ideas Program

<sup>339</sup> Small Assessment Grant Award

<sup>340</sup> AVP Saga Volume 5, 2013, p.5

<sup>341</sup> 2014-2020 ISMP

College assessment follows a two-year cycle of program evaluation and review that is supported through Policy 306<sup>342</sup>. Departmental assessment plans include; specific goals, data, artifacts, and outcomes that are uploaded to TracDat and are accessible to the departments being assessed and the Office of Assessment, Institutional Effectiveness and Research (AIER) stores hard copies of all assessment reports. All College departments, whether academic or administrative, are tasked with their own assessment and ideas for improvement are outlined in assessment plans. Each employee of the college contributes to the departmental assessment plan as each position is attached to a course, program, or unit that is assessed.<sup>343</sup>

The College recognizes the importance of input from all stakeholders to ensure highest quality, student-centered education. The participatory governance structure supports the College community in decision-making and institutional improvement processes. The College Governing Council (CGC) is the focal point of the participatory governance structure, and consists of administrators, faculty, staff, and student representatives who collaborate in deciding what governance-related issues and concerns will be forwarded to the college president or reported during the BOT monthly meetings through their respective representatives. The Faculty Senate structure has empowered departments to improve and enhance their programs, and curriculum based on their advisory committee's feedback. Collaboration of stakeholders throughout the college creates opportunities to assist faculty and departments in developing strategies to improve student completion rates, enhance student learning, and improve course assessment.

## Analysis and Evaluation

The president and AVP have been leaders in providing opportunities and incentives for institutional improvement at the college. Program course articulation between the College and the Guam Department of Education (DOE), allows eligible high school students to simultaneously earn college credit for articulated high school courses. Since inception, there has been a steady increase in the number of high school graduates enrolling in the College after earning college credits in the DUAL and DCAPS programs. This information is disseminated to stakeholders through SAGA reports<sup>344</sup> and Fact Books.<sup>345</sup>

The office of the AVP generates annual SAGA closeout reports that provides the college community with evidence-based research, findings, and outcomes of projects approved by the AVP. Practices to improve student learning and outcomes developed through these awards include the development of training for faculty members to develop culturally effective teaching practices and faculty can use the results of the research and pilot projects to develop courses programs that better serve the academic needs of the college students.

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<sup>342</sup> Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees'

<sup>343</sup> Policy 306 'Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees'

<sup>344</sup> SAGA reports

<sup>345</sup> Fact Books p. 15

Several mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. Biannual Convocation is a platform used by the BOT, college president, AVP, administrators, and staff, to present practices for improving college improvement. Faculty at the Fall 2017 Convocation presented transformational changes that resulted in increased student enrollment and progress in their programs<sup>346</sup>. The November 2013 college assembly is an example of the College's participative process in action. Following a brief presentation all shareholders were encouraged to participate in the development of the 2014-2020 ISMP<sup>347</sup>

Stakeholders provided input and feedback and the president regularly updated the community on ISMP development that led to implementation of the finalized document in 2014. Additionally, student input in the decision-making process is encouraged during "Meet the President" town hall meetings, COPSA events and board meetings. Three hundred and eighty nine students, staff, administrators, and faculty attended the fall 2014 two-day session, where students discussed issues such as future plans for a gymnasium, parking issues, and possibility of foreign language courses. Additionally, joint strategic planning sessions between the Faculty Senate and the Administration are held every semester.<sup>348</sup>

The various groups described above endeavor to provide effective leadership throughout the campus. Over the past several years, a more collaborative atmosphere has developed between the administration, students, faculty, and staff, leading to institutional improvement.

## Standard IV.A.2

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### Evidence of Meeting the Standard

Since the ACCJC visit in 2012, the college continues to develop, and improve the participatory governance structure to ensure that all levels of decision making are captured and provide the mechanism for which all constituents can bring forward ideas for institutional improvement. The Participatory Governance Structure Handbook was developed through research and collaboration with various stakeholders at the college and provides the participatory governance history, structure, and roles of each group in

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<sup>346</sup> Chachalani June-August 2017

<sup>347</sup> BOT Meeting Minutes January 10, 2014 Fall 2013 College Assembly

<sup>348</sup> BOT Meeting Minutes, November 6, 2014, p.2 Center for Student Involvement (Bobbie LG 2012-PRESENT

the decision-making process.<sup>349</sup> Administrative leadership at the College consists of the Board of Trustees (BOT), the president, vice president of academic affairs, vice president of finance and administration, and officers of the college. Faculty and staff are represented through respective Senates, the Council on Postsecondary Student Affairs (COPSA) represents student's governance, and the College Governing Council (CGC) represents a combination of participants from all sectors. The establishment of participatory governance has been successful and has "Brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution."<sup>350</sup> Changes in the Participatory Governance structure occurred following the BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement, 2017-2023, with committee oversight by the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO). The Fall 2017 Committee structure includes:

1. The College Governing Council (CGC) addresses college wide governance concerns and consists of voting administrators, students, faculty, and staff representatives who collectively make governance-related recommendations to the College president.
2. The Council of Postsecondary Student Affairs (COPSA) is the official student representative body for student governance, and guides student organizations, assists to collaborate in the formulation of policies and procedures that affect students, and serves as the voice to addresses student concerns.<sup>351</sup>
3. The Faculty Senate is the official faculty representative body and the faculty senate president attends weekly meetings of the Academic Affairs Division (AAD) to report on faculty related issues and participate in faculty-related discussion.
4. The Staff Senate is the official staff representative body.
5. The Institutional committees include: Four Accreditation Standards committees, the Committee on College Assessment (CCA), Curriculum Review Committee (CRC), Faculty Committees under the oversight of the Faculty Union effective Fall 2017 will change to: Calendar, Negotiation, Advancement-in-rank, Professional Development Review (PDRC) and Resources, Planning and Facilities(RPF)committees c.<sup>352</sup>

Prior to 2017 BOT-Faculty Union changes committees under the faculty senate included Learning Outcomes, General Education, Promotion, General Education, Professional Development Review, Promotions, and the Council of Department Chairs.<sup>353</sup>

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<sup>349</sup> Participatory Governance Structure Handbook NEED NEW HANDBOOK HERE

<sup>350</sup> AY 2014-2015 Participatory Governance Structure Handbook, p. 5 NEED NEW HANDBOOK HERE

<sup>351</sup> Council of Postsecondary Student Affairs

<sup>352</sup> BOT/Faculty Union Agreement 2017-2023, page 22

<sup>353</sup> AY 2012-2015 Participatory Governance Structure Handbook, p. 6

College policies encourage student participation in the governing process:

- Board Policy 500 – Student Handbook Policies<sup>354</sup>
- Board Policy 505 – Student Co-Curricular Activities<sup>355</sup>
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Handbooks and agreements specify responsibilities:

- Participatory Governance Structure Handbook, 2014-2015<sup>356</sup> \*ADD NEW HANDBOOK
- Student Handbook 2017-2018<sup>357</sup>
- Guam Community College Board of Trustees & -Faculty Agreement 2017-2023<sup>358</sup>

The governance groups create avenues for dialogue on college issues and ensure administrators, students, faculty, and staff communicates and collaborate to provide the highest quality student-centered education. All groups have approved by-laws and roles in the decision-making process, and the Participatory Governance Structure Handbook (PGSH) describes these roles. The Participatory Governance Structure is presented in an organizational chart in the PGSH.<sup>359</sup> Participatory Governance committees are required to complete meeting minutes and file year-end reports.<sup>360</sup> The year-end reports communicate effectiveness or issues that have been or may need addressing.

Postsecondary and adult high school students are represented by COPSA, which appoints students to institutional committees and serves as a voice to address student governance. The CGC has two student members and one elected student trustee serves on the BOT to ensure the students' voice in the governance process. The GCC Student Handbook provides students with names of officers of the college and student leaders serving on COPSA and the BOT.<sup>361</sup> As part of the College's regular practice, the Accreditation Steering Committee has been expanded to include student members, staff, and administrators to assist in completion of the Institutional Self Evaluation Report (ISER).

To ensure committee accountability, chairpersons of committees authenticate faculty participation by completing the Faculty Accountability Report for Committee Work and year-end reports. These documents provide evidence of faculty attendance and

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<sup>354</sup> Board Policy 500 – Student Handbook Policies

<sup>355</sup> Board Policy 505 – Student Co-Curricular Activities

<sup>356</sup> Participatory Governance Structure Handbook, 2014-2015

<sup>357</sup> Student Handbook 2017-2018

<sup>358</sup> Guam Community College Board of Trustees & -Faculty Agreement 2017-2023

<sup>359</sup> Participatory Governance Structure Handbook, p. 7 of 14

<sup>360</sup> Governance Report Templates-Year-End Report, Meeting Minutes, and Meeting Agenda, Comprehensive Evidence Inventory

<sup>361</sup> AY 2016-2017 Guam Community College Student Handbook, p.6



participation, and is submitted by to the faculty senate, then forwarded to the Vice President for Academic Affairs, and the office of Assessment, Institutional Effectiveness and Research (AIER). The year-end report includes committee discussion of goals, challenges encountered, successes achieved, and an assessment of the effectiveness of the committee in meeting its goals set for the academic year.<sup>362</sup>

The institution's governance processes illustrate official responsibilities and provide a voice for administrators, faculty, staff, and students. The process promotes campus wide input for continuous improvement and provides a mechanism to ensure policies and procedures are updated and function effectively.

### **Analysis and Evaluation**

College stakeholders collaborate through defined roles as defined in the participatory governance structure handbook (PGSH) in the development of policies, practices, and agreements that align with the mission, goals, and values that benefit not only the college but the community of Guam. The College supports planning processes, which has improved the governance structure since the 2012 ACCJC visit. The PGSH guides the role of all stakeholders in participatory governance and this process has produced a College environment for empowerment, innovation and institutional excellence.

### **Standard IV.A.3**

*Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

### **Evidence of Meeting the Standard**

The College strives for institutional excellence and successful outcomes by encouraging stakeholders to contribute and participate in policy and procedure development. Participatory governance is an essential component of the college's operations. The *Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2017-2023* recognizes and empowers faculty in institutional governance. The broad participation of faculty and administrators in the decision-making processes that support policies, planning, budget, and institutional effectiveness is vital to the college mission and student success.<sup>363</sup>

Institutional committees bring forth recommendations to the College Governing Council (CGC) for review. These recommendations are then forwarded to the President and the BOT for review and approval. These include for example, the 2018 GCC Budget

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<sup>362</sup> Faculty Accountability Report for Committee Work

<sup>363</sup> Board-Faculty Agreement 2017-2023

requests,<sup>364</sup> the 2017 capital improvement projects, the adoption of the Comprehensive Professional Development Plan (2016), the 2017-2020 strategic Resource Plan, the 2014-2020 Institutional Strategic Master Plan (ISMP), and other institutional plans.<sup>365</sup>

The voice and concerns of the faculty, administrators, staff, and students are represented in the many committees of the College to address the different aspects of institutional concerns. For example, the committee on college assessment (CCA) ‘guides and assists campus constituents to fulfill their assessment requirements.’<sup>366</sup> Five faculty committees following formation of the new union contract will include college administrators, and will exist to address ‘faculty specific’ governance. The roles of each committee are outlined in the Faculty Union Local 6476 AFT/AFL-CIO and the GCC BOT 2017-2023 Agreement, page 22-25 and include:

1. Calendar committee, creates five-year academic calendar.
2. Resources, Planning, and Facilities committee reviews facilities master plan and recommends capital improvement projects with student learning outcomes as a priority.
3. Negotiations committee will convene in 2021, two years prior to expiration date of the current board/faculty agreement.<sup>367</sup>
4. Advancement-in-rank committee reviews faculty applications for advancement-in-rank that upon approval are forwarded to the president for consideration.
5. Professional Development Review Committee (PDRC) review, evaluate, and approve applications and funding for faculty professional development including education, training, workshops, or conferences

### **Analysis and Evaluation**

Administrators actively participate with faculty in the development of assessment plans and reports, and through participation in the governance committees. Faculty and administrators collaboratively participate in College endeavors at three different levels; individual, departmental, and committee levels. A defined structure exists for participation, such as in the budget process. Faculty input is sought for departmental budget requests and assessment reports. The department chairs in collaboration with their respective Deans review the departmental budget requests, feedback is provided, and then goes through the participatory governance review process. A positive impact to improving dialogue between faculty and administrators has been felt throughout the campus.

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<sup>364</sup> 2018 GCC Budget

<sup>365</sup> 2012-2017 five-year strategic resource plan

<sup>366</sup> Participatory Governance Handbook pg. 8 need new handbook

<sup>367</sup> BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement 2017-2023

## Standard IV.A.4

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

### Evidence of Meeting the Standard

Faculty and administrators share the responsibility for curriculum development, quality, and continuous evaluation and assessment of that curriculum. Curriculum board policies ‘Series 300’ exist to guide the curriculum process. Board Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees delineates a five-year cycle of program evaluation and a two-year cycle of continuous program assessment.<sup>368</sup> The College’s two-year assessment cycle schedule is available in MYGCC internal website.<sup>369</sup>

The curriculum writing process for secondary, postsecondary, and continuing education (CE) courses underwent restructuring and are reflected in the 2017-2023 BOT-Faculty Union Agreement. The 2017 Curriculum Manual guides faculty, departments, and administrators in the curriculum process. Faculty and department chairpersons remain authors of mission-centered course and program curriculum documents that guide course revisions and development at the college. Curriculum writing workshops are provided to ensure faculty understand the process, and MYGCC announcement portal is used to communicate these events. The Curriculum Manual, defines the roles and responsibilities of the faculty, department chair, curriculum review committee (CRC), Deans, Vice President of Academic Affairs (AVP), President and registrar in the curriculum process.<sup>370</sup> Since 2012 the Learning Outcomes Committee (LOC) supported by the faculty senate and defined in the 2010-2016 Faculty/BOT agreement regulated curriculum development. Following the BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement 2017-2023, the LOC and the General Education (Gen Ed.) committee was reconstituted as the Curriculum Review Committee (CRC) and comprises of faculty, staff, and administrators to ensure compliance with ACCJC standards.<sup>371</sup>

Curriculum review committee (CRC) members will need by-laws and training on how to review curriculum documents that ensures and regulates, through quality control, an academically sound curriculum that reflects the mission of the College and meets the evolving needs of the community. In addition, the CRC reviews, explores and assesses

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<sup>368</sup> Board Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees

<sup>369</sup> GCC two-year assessment cycle

<sup>370</sup> Curriculum Manual AY 2017-2018 page 13-30

<sup>371</sup> BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement 2017-2023

the effectiveness of general education policies and procedures, making recommendations to the Faculty Senate, Department and Committee Chairpersons, and administrators as appropriate. The CRC members include Deans, administrators, faculty, the registrar, and support staff, to guide the curriculum writing and reviewing process which is completed through an electronic ‘ACALOG’ document writing system. As defined in the AY 2014-2015 Participatory Governance Structure Handbook, p.10 the ACALOG process ensures the development and revision of academically sound curriculum that reflects the mission of the college.<sup>372</sup>

Workshops using the ‘ACALOG’ system are provided and training documents are available internally on the college website for curriculum authors<sup>373</sup>. The curriculum committee meets regularly and annually updates the manual, course and program curriculum templates. Prior to Fall 2017 the now defunct Learning Outcomes Committee (LOC) via MYGCC Announcements asked for stakeholder’s feedback on revising and updating the 2017 curriculum manual<sup>374</sup>. Additionally, the College ensures appropriate information is disseminated regarding institutional plans, policies, and curricular change via departmental meetings and academic directives by the AVP.

### **Analysis and Evaluation**

Guam Community College policy, procedures, and manuals establish the roles faculty committee members, and administrators have in the curriculum writing process. The curriculum manual clearly defines the roles and responsibilities for those involved in curriculum writing and revision process. CRC through established by-laws (to come fall 2017), assessment cycles, and roles as outlined in the participatory governance structure ensures that the curriculum process guides and continually improves student learning outcomes. The 2014-2016 Annual Review Cycle Schedule is posted internally on the College website and since 2015, many departments have and continue the program and course curriculum review process and program/course assessments are available on Tracdat to verified users.<sup>375</sup>

### **Standard IV.A.5**

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

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<sup>372</sup> AY 2014-2015 Participatory Governance Structure Handbook, p.10\_need new handbook

<sup>373</sup> How to attach documents in ACALOG

<sup>374</sup> MYGCC Announcements February 24, 2017

<sup>375</sup> 2014-2016 Annual Review Cycle Schedule

## Evidence of Meeting the Standard

College stakeholders are committed through participatory governance structure in maintaining a culture where the Board of Trustees (BOT), students, faculty, administration, and staff contribute in planning, policy, and decision-making processes at the college. The Council on Postsecondary Student Affairs (COPSA) exists as the student governance body to ensure students interests, needs and concerns when necessary, are brought to the attention of the president through the governance process. Student board policies (Series 500) and the 2016-2017 student handbook guides students in academic policies, procedures, and decision-making processes at the College. The staff senate is the official representative body for full-time permanent staff employees and appoints staff members to institutional committees, and allows the exchange of information between staff and stakeholders at the college.<sup>376</sup>

The 2014-2020 Institutional Strategic Master Plan (ISMP) guides the decision-making process at the college and effective planning provides the tools needed to manage college finances, facilities, and ensures the best quality education is provided to the students. Additionally, strategic planning processes are linked to the facility master plan, budget planning, and information technology strategic master plans.<sup>377</sup>

The College governing board is responsible for establishing policies to assure the quality, effectiveness, and integrity of the decision-making process to achieve College goals, mission, and improve student success. College assemblies, employee convocations, MYGCC announcements, board meetings, annual reports, and student events such as ‘Meet the President’ are avenues used to communicate planning, new college programs, and results in the decision-making process at the College.<sup>378</sup> Additionally the dissemination and sharing of this information, such as media releases and newsletters can be found in the public domain of the College website.<sup>379</sup>

## Analysis and Evaluation

Policies, procedures, manuals, workshop trainings, and college agendas guided by the ISMP, exist to direct stakeholders in the decision-making process at the College. The president updates the Board at board meetings, addresses faculty and staff during annual convocations and assemblies<sup>380</sup> Additionally she provides quarterly reports to the public auditor and legislative speaker disclosing all funds and administrative plans for the preceding quarter (BOT Annual Fiscal Year Calendar). In addition, the president holds

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<sup>376</sup> 2016-2017 student handbook

<sup>377</sup> 2014-2020 Institutional Strategic Master Plan

<sup>378</sup> ‘Meet the President’ [Spring 2015 \(need more recent\)](#)

<sup>379</sup> 2015-2016 Annual Report this is (lastest version on website)

<sup>380</sup> Chachalani June-August 2017

town hall meetings with the students every semester to update them on college developments.

Institutional assessment and curriculum development is ongoing at the college. The message from the president in the 2014-2020 ISMP details a 20% growth in student population, program expansion, and upgrades to the physical campus over the past six years benefit current and future students.<sup>381</sup>

### **Standard IV.A.6**

*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

#### **Evidence of Meeting the Standard**

The College participatory governance structure encompasses all stakeholders in the decision-making process. Participant groups led by the Board of Trustees (BOT) include the president, College Governing Council (CGC), institutional committees, faculty senate (FS), faculty senate committees, staff senate (SS), and the Council on Postsecondary Student Affairs (COPSA) members, as outlined in page 6 of the AY 2014-2015 participatory governance handbook.<sup>382</sup>

The CGC whose members are appointed by the college president, includes faculty senate, staff senate, COPSA student representatives, faculty union, and administrators who make recommendations to the president. The president reviews the recommendations and makes the final decision to present to the Board of Trustees (BOT). The BOT has the responsibility to ensure the college meets the needs of its stakeholders and to ensure decision-making processes are communicated through policies, meeting minutes, annual, and public reports. The Participatory Governance Structure Handbook guides college stakeholders in the decision-making process.

Other methods used to communicate leadership, planning, and governance-related decisions, actions, and outcomes, include the 2014-2020 Institutional Strategic Master Plan (ISMP), by-laws, financial reports, resource allocations, committee minutes, ‘Chachalani’ newsletters, employee emails, media releases, and MYGCC announcements. Public reports are available to all stakeholders on the MYGCC public website.<sup>383</sup> Guam Community College media releases<sup>384</sup> is a format used to

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<sup>381</sup> 2014-2020 ISMP

<sup>382</sup> AY 2014-2015 participatory governance handbook

<sup>383</sup> Chachalani’ newsletters

<sup>384</sup> media releases

communicate campus-wide decision-making processes such as campus construction,<sup>385</sup> commencement ceremonies,<sup>386</sup> accreditation of programs, clean audits, and scholarship awards.<sup>387</sup> The Office of Assessment, Institutional Effectiveness, and Research (AIER) is the central repository for all governance reports. The president communicates college updates to students via ‘Meet the President’ events each semester and to all employees during convocations and college assemblies. Additionally, Citizen-Centric Reports summarizes the year's events, academic highlights, achievements, financial status, and student outcomes at the College, such as increased student enrollment and graduation, and audit reports.<sup>388</sup>

MYGCC announcements” is a useful online tool and documents decision-making process to college stakeholders, such as college assembly agendas, assessment deadlines, ACCJC updates, student scholarships, and upcoming events, faculty, and staff workshops. The president’s contract was due to expire June 2016 and the BOT announced to its constituents, via the MYGCC announcements that they had extended the president’s contract through June 2019 (MYGCC Announcements May 8, 2015). This was positive and open communication shared to the college constituents prior to media releases.

### **Analysis and Evaluation**

Guam Community College is not only a leader in workforce development but a leader in effective communication techniques. Information and decisions are extensively communicated to internal and external stakeholders. President Okada reports college activities, finances, and capital improvements during BOT monthly meetings (BOT meeting February, 2017). Faculty senate, staff senate, and COPSA and union advisory members update and report college activities during these meetings. The BOT has the ultimate responsibility to vote on decisions that are reflected in meeting minutes. Additionally, the president ensures students, faculty, staff are kept abreast of decisions during ‘Meet the President’ events, College assemblies, convocations, and professional development workshops. MYGCC announcements, media releases, citizen centric reports, and ‘Chachalani’ newsletters communicate campus-wide events and is available for all internal users of the college website.<sup>389</sup>

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<sup>385</sup> campus construction

<sup>386</sup> commencement ceremonies

<sup>387</sup> [16th Consecutive Clean Audit](#)

<sup>388</sup> Citizen-Centric Reports

<sup>389</sup> BOT meeting February, 2017

Examples of topics communicated by the president include the planning and completion of college renovations, recruitment of employees, and the opening of bid processes during February 2016 BOT meeting,<sup>390</sup> and the closing out of fiscal year finances BOT minutes, February 2017<sup>391</sup> where the president informed the board BOT that as of December 2016 the College was still owed approximately \$4.63 million by the Department of Administration. Announcements of monetary donations for the college are provided in BOT minutes, and ‘Chachalani’ newsletters including the "TakeCare" donation<sup>392</sup> and August 2016 Chachalani.<sup>393</sup> The BOT approves the expansion or development of new programs.<sup>394</sup> Every year the college budget must be approved by the board and this is communicated in meetings minutes.<sup>395</sup>

## Standard IV.A.7

*The leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### Evidence of Meeting the Standard

The College’s governance structure has historically consisted of and continues to include the means for broad participation in the decision-making processes by faculty, staff, administrators, and students, which support student learning programs and services and improve institutional effectiveness. Governance processes and practices continue to acknowledge the designated roles and responsibilities of the Board and the College President. The representative body for student governance is the Council on Postsecondary Student Affairs (COPSA), for faculty is the Faculty Senate, for staff is the Staff Senate, and administrators are appointed by the College president to serve in institutional committees and councils based on their primary roles and responsibilities.<sup>396</sup> Through the long-established assessment infrastructure of the College, the systematic cycle of assessment and evaluation continues to provide the mechanism for regular documentation, reflection, and implementation of improvements based on actionable data

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<sup>390</sup> February 2016 BOT meeting

<sup>391</sup> BOT minutes, February 2017

<sup>392</sup> BOT meeting November 10, 2015

<sup>393</sup> August 2016 Chachalani

<sup>394</sup> BOT meeting January 2015

<sup>395</sup> BOT meeting February 2016

<sup>396</sup> Memo on Participatory Governance Structure Handbook, October 7, 2014



and recommendations resulting from the assessment of student learning outcomes. Evidence of the assessment history at the College since 2003 is in the TracDat assessment management system through the system's reporting capabilities.<sup>397</sup>

As guided by the established two-year assessment cycle schedule, College stakeholders initiate the two-year assessment cycle by developing assessment plans that include student learning outcomes or administrative unit outcomes detailing what a student should know and be able to do upon completion of a course, program, student service, or other related activities. Included with the development of an assessment plan is the thoughtful selection of assessment methods and targeted performance measures along with a tie-in to the planning, resource allocation, and strategic initiatives of the College. The next step in the assessment cycle is the data collection period in which the assessment methods and instruments begin to collect the specific information needed to demonstrate mastery of the student learning outcomes or administrative unit outcomes. Thereafter, the data is analyzed and summarized to determine if the target performance is achieved or not and a discussion of the results with action items for the assessment unit to implement improvements to close gaps in performance and increase student learning and achievement.

As detailed in the Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees document, the plan provides guidance to assessment and evaluation processes for the expressed purpose of marking accomplishment and informing institutional planning.<sup>398</sup> The College recently adopted a program review model that integrates assessment results with planning and budgeting.

A wide array of evidence of the effectiveness of leadership and governance at the College exist, including: the direct evidence of assessment found within the TracDat assessment management system; the institution-level assessment studies of the President and the Board of Trustees found in the President's Performance Appraisal Survey Reports and the Board of Trustees' Assessment Reports based on studies conducted by the Office of Assessment, Institutional Effectiveness and Research (AIER); and the minutes of various stakeholder sessions such as the Meet the President sessions with students. Results and final reports are available on the public website.<sup>399</sup>

Prior to the fall semester of 2017, committee goals and performance was assessed through meeting minutes and through Committee Year End Reports to the Faculty Senate and through the Faculty Accountability for Committee Work form where the chairperson of each committee would report attendance, participation, and progress in meeting committee goals for each faculty member. Additionally, beginning in the spring semester of 2014, governance committees were required to submit an annual Governance Year End Report to the Vice President for Academic Affairs. These reports were designed to

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<sup>397</sup> BOT Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees, updated December 11, 2014

<sup>398</sup> Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees

<sup>399</sup> 2012 President's Performance Appraisal Report

collect the critical information and data needed to support institutional improvements and to document the progress made in implementing these improvements. Committee chairpersons were responsible to assess the effectiveness of the committee in achieving the goals set for the academic year. Since spring 2014, committees have submitted these self-assessments and evaluations at the end of each academic year. The data and information contained in these reports are used as talking points for the next academic year and an analysis is included in the Survey on Governance Processes and Practices at Guam Community College Report prepared by the Office of Assessment Institutional Effectiveness and Research.<sup>400</sup>

Administrators, faculty, and staff undergo rigorous individual performance evaluations and these results are kept on file in the HR department. One of the methods of assessing faculty teaching effectiveness is with the IDEA Student Ratings of Instruction Survey instrument administered by the Office of Assessment, Institutional Effectiveness and Research each fall semester of an academic year or as resources allow.<sup>401</sup> These results are used during administrator and faculty evaluations as evidence of performance. The college has adopted a program review model that integrates assessment results with planning and budgeting. Most importantly, evaluation reports of the governance structures are published and made available in MyGCC.

### **Analysis and Evaluation**

Evaluation of the leadership and governance processes on campus is integrated in the College's institution-wide assessment initiative and is evidenced in the various institutional documentation found throughout the College's website and housed in the designated institutional repository at the Office of Assessment, Institutional Effectiveness and Research (AIER). These reports serve as evidence to the public and the College community that the leadership of the College is committed to assessing its performance and implementing improvements based on the data and feedback presented. Leadership effectiveness is assessed through the feedback received by campus stakeholders who have had direct contact or observation of governance processes and practices. For example, as identified in the 5th Board of Trustees Assessment Report prepared by the Office of AIER, an area of opportunity for improvement for the board was a need for trustee visibility at campus-wide events. Since then, evidence of Board participation at college-wide events has increased and is evidenced in the agendas of the various College assemblies and events.<sup>402</sup>

The President's Performance Appraisal Survey Reports prepared by the AIER presents information from GCC constituents regarding their perceptions of the President's performance as an administrator, perceptions of the President's strengths and areas of improvement, and an assessment of the progress the President has made in achieving the administrative unit outcomes set each assessment cycle year. The data contained in the

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<sup>400</sup> Faculty Senate Year End Report and Evidence Memo

<sup>401</sup> IDEA Student Ratings of Instruction Survey Report, Fall 2014.

<sup>402</sup> survey (5th BOT Assessment Report, p.28 ).

assessment report is used as evidence during the board’s performance evaluation of the president.<sup>403</sup> Based on the minutes of the Board of Trustees during their February 3, 2017 meeting, the “president has shown exemplary performance.”<sup>404</sup>

Governance committee's ‘year-end-reports’ includes committee goals, attendance, and an assessment of the committee’s effectiveness in meeting stated goals. The report includes initiatives for the next academic year based on ‘gaps’ identified through the committees’ assessments. Committee documentation and meeting minutes are available online in the MYGCC internal portal. Evaluation of the faculty senate has shown that the faculty senate is a recognized system for faculty dialogue and input in the governance procedure<sup>405</sup>

## **Standard IV.B: Chief Executive Officer**

### **Standard IV.B.1**

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

### **Evidence of Meeting the Standard**

The president pursuant to public law 14-77 Chapter 31 3110, is selected by, and reports to the Board of Trustees (BOT) and as the Chief Executive Officer (CEO) has the primary responsibility for the administrative and business affairs of the College.<sup>406</sup> She is delegated through Policy 455 ‘Selection of the President’ to oversee the administration and implementation of institutional policies and BOT executive directives for the quality of the institution.<sup>407</sup> Additionally, the president through Policy 115 ‘Code of Trustee Ethics and Conduct’ is authorized to initiate policy recommendations, administer educational programs, conduct College business, and implement Board decisions.<sup>408</sup> The president is an extremely visible and competent leader of Guam Community College and her effectiveness is assessed by the BOT through a performance review, BOT minutes,

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<sup>403</sup> BOT meeting January 13, 2015, p.7

<sup>404</sup> BOT Meeting, February 3, 2017, p.4

<sup>405</sup> Faculty Senate Year-End Report 2014

<sup>406</sup> public law 14-77 Chapter 31 3110, p. 7

<sup>407</sup> Policy 455 Selection of the President

<sup>408</sup> Policy 115 Code of Trustee Ethics and Conduct

and various institutional reports. These reports capture activities performed by the President and the institution that address the criteria identified in 2014-2020 Institutional Strategic Master Plan (ISMP).<sup>409</sup>

The president guides the comprehensive strategic planning process involving the college community in setting goals and priorities for the institution linked to data-driven evidence directly provided through the Assessment, Institutional Effectiveness, and Research (AIER) Office. This organized and integrated planning process is supported by AIER.

The president supported by the BOT and policies is responsible for the financial and overall management of local and federal resources to ensure that all funds are managed with the highest level of accountability. This includes accountability of financial resources in accordance with federal requirements as directed by BOT Policy 200 'Fiduciary Responsibility.'<sup>410</sup> Since the beginning of her tenure, the president's strong background in accounting and the Colleges reliability on the allocation of federal funds has served as an advantage in actively pursuing funding sources to meet the College's needs, including various federal grants to allow for the much needed construction and refurbishment of the college campus environment vital to student learning and success as well as increasing the space capacity to serve the increased student enrollment. This is evident in the awarding of millions in dollars of federal grants and contracts from the United States Department of the Interior (USDO I), United States Department of Education (USDOE), Federal, Emergency Management Agency (FEMA), and low interest loans from United States Department of Agriculture (USDA), Citizen-Centric Report 2016<sup>411</sup>, FY 2017 and 2016 Budget Requests.<sup>412</sup>

The president's duty supported through the BOT is to uphold and safeguard the quality of the institution for student centered success by selecting personnel who meet professional, educational, industry, and administrative standards. (Personnel Rules & Regulations- Classified Services Employees; GCC Personnel Rules & Regulations for Academic Personnel). Additionally, in alignment with the Comprehensive Institutional Professional Development Plan of 2016, and Board Policy 400 'Professional Development,'<sup>413</sup> the president supports and ensures the availability of funding for the administration of the Professional Development Review Committee (PDRC) activities for employee professional development and personnel training (Administrative Directive No. 2013-03: Professional Development). In addition, the president has integrated professional

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<sup>409</sup> 2014-2020 Institutional Strategic Master Plan

<sup>410</sup> BOT Policy 200 'Fiduciary Responsibility

<sup>411</sup> Citizen-Centric Report 2016

<sup>412</sup> FY2016 Budget Request p. 56

<sup>413</sup> Policy 400 Professional Development

development training sessions for employees as part of the agenda during annual college assemblies (minutes from college assembly March 20, 2017).

The president emphasizes the importance of linking a comprehensive assessment process that continuously assesses the quality of the college's educational programs, student support services, and administrative services to positively impact the cornerstone of assessment activities namely the student learning outcomes (SLOs) relative to student success. The implementation of GCC's Data Driven Dedicated Planning (3DP) process directly ties in assessment to planning, decision-making, human resources needs, and financial resources for the college influencing and supporting the college effectiveness, values, and goals.<sup>414</sup>

The president uses various avenues to communicate college effectiveness to the community, students, staff, faculty, and administrators. The president conducts a two-day "Meet the President" event twice a semester to communicate the college's goals, discuss the college's sustainability, campus improvements, and other significant activities to improve GCC's institutional effectiveness, and other current issues.<sup>415</sup> Following her presentation the president welcomes the students to ask questions or raise issues that concern them. The steady increase in numbers attending these events verifies this has become a popular avenue for students to communicate directly with the president.<sup>416</sup>

The president communicates institutional values, goals, and college updates to staff, faculty, and administrators at yearly convocations and college assemblies. At these assemblies, the president discusses college enrollment, provides financial updates, planning, and campus developments, and provides various training sessions for employees' professional development. In addition, the president communicates through and participates in the governance process as set forth under the Participatory Governance Structure.<sup>417</sup>

The president communicates to external stakeholders via statements titled 'President's Message' in various college documents such as the introduction in the 2014-2020 Institutional Strategic Master Plan (ISMP),<sup>418</sup> Annual Reports<sup>419</sup>, and college

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<sup>414</sup> 2014-2015 GCC Assessment Handbook, pg. 12

<sup>415</sup> Meet the President [Fall 2014](#)

<sup>416</sup> September 2016 Chachalani, p.3

<sup>417</sup> [Participatory Governance Structure need new structure](#)

<sup>418</sup> 2014-2020 Institutional Strategic Master Plan

<sup>419</sup> Annual Reports

catalogs.<sup>420</sup> These avenues allows the president to communicate the achievement of ISMP goals and college successes such as increased student enrollment and completion, new college programs, and new campus facilities.<sup>421</sup>

Additionally the president participates in, serves in executive positions, and networks in numerous public, national, and civic organizations such as: Vice President of the Guam Women's Chamber of Commerce (GWCC),<sup>422</sup> American Association of Community Colleges (AACC),<sup>423</sup> Asian Pacific Association for Fiduciary Studies (APAFS), Association of Community college Trustees (ACCT), Chair of Pacific Postsecondary Education Council (PPEC),<sup>424</sup> board chairperson for Pacific Islands branch of the non-profit organization WestCare, and serves on the Guam Contractors Association (GCA) Trades and Academy, the Pacific Resources for Education and Learning (PREL), the American Association of University Women (AAUW), and until February 2017, served on President Obama's Advisory Commission on Asian Americans and Pacific Islanders (AAPI).<sup>425</sup>

The Foundation Board of Governors and BOT meetings are other avenues the President uses to communicate the college's financial status, capital improvement projects, and other activities that pertain to institutional performance<sup>426</sup> and BOT minutes February 3, 2017.<sup>427</sup> These meeting minutes are available to all stakeholders on GCC's public website and board meetings are open to members of the public, to ensure government transparency.

### **Analysis and Evaluation**

The president of the college is an effective, competent, and compelling leader who directs the college in planning, organizing, budgeting, selecting personnel and assesses institutional effectiveness. The college, led by Dr. Okada and supported through federal funding, has seen tremendous growth of newly constructed and renovated buildings that supports the 2014-2020 ISMP and the college mission to be a leader in career and technical workforce development.<sup>428</sup> Increasing student numbers have supported the

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<sup>420</sup> college catalogs

<sup>421</sup> GCC 2014-2015 Annual Report p.4

<sup>422</sup> GWCC

<sup>423</sup> AACC

<sup>424</sup> PPEC

<sup>425</sup> President's Bio 2015

<sup>426</sup> BOT minutes June 1, 2015

<sup>427</sup> BOT minutes February 3, 2017

<sup>428</sup> college mission

need to update facilities and create technology savvy learning environments for students, and better working environments for staff and faculty. The President encourages staff, faculty, and administrators to continue to perform to the best of their ability, even with the budget challenges facing the College. Public documents available on the college's public website, allow the President to update constituents on developments at GCC. The "Message from the President" in various public reports communicates the college's commitment to prepare students for the workforce locally and internationally through high quality education.<sup>429</sup>

## Standard IV.B.2

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### Evidence of Meeting the Standard

The powers of the president entrusted to her by the Board of Trustees Policy 400 'Professional Development,'<sup>430</sup> and Public Law 14-77 ensures the College is adequately staffed with qualified employees to competently implement the mission and College goals for student success.<sup>431</sup> The president's management team meets weekly and addresses relevant issues that impact the operations of the College. At these meetings, managers make reports from the academic affairs, finance, and administration divisions and the various offices under the divisions<sup>432</sup> The president delegates and relies on the administrators to assist, guide, and plan throughout the decision-making processes. The management structure is stable and has had no significant changes in the past six years. Policy 115 'Code of Trustee Ethics and Conduct' ensures regular evaluation is aligned in the best interest of the educational needs of the Territory delegating authority to the president and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.<sup>433</sup>

The president ensures that the organizational structure is updated as needed. The organizational chart is updated as changes are made. It was amended in 2017 and July

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<sup>429</sup> 2014-2020 ISMP p. 3

<sup>430</sup> Policy 400 Professional Development

<sup>431</sup> Public Law 14-77

<sup>432</sup> 2013 President Management meeting minutes more update meeting minutes

<sup>433</sup> Policy 115 Code of Trustee Ethics and Conduct

2014, to include Academic Technology under the Finance and Administration Division, and a new School of Career and College Readiness (CCR).<sup>434</sup> Memo 4/10/15 was created within the Academic Affairs Division and Fall 2015, an administrator was appointed to CCR and spring 2016 the President approved the transfer of all developmental courses and faculty in English and Math to CCR. Additionally, in July 2013 there were participatory discussions regarding the organization/Realignment of work experience programs, student health center, and learning resources center.<sup>435</sup>

The Academic Affairs Division houses the following:

- The School of Trades and Professional Services
- The School of Technology and Student Services
- The School of College and Career Readiness
- Admissions and Registration
- Assessment, Institutional Effectiveness and Research Office
- Continuing Education and Workforce Development

The Finance and Administration Division includes:

- Business Office
- Student Financial Aid
- Materials Management
- Human Resources
- Management Information Systems
- Environmental Health and Safety
- Academic Technology

The Office of the President consists of:

- Development and Alumni Relations
- Communications and Promotions
- Planning and Development (which oversees Facilities)
- Peace Officer Standards and Training Commission

## **Analysis and Evaluation**

The president ensures the College's administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience, expertise, and job responsibilities to fit their area of responsibility. All job announcements to fill positions are signed off by the president after budgets are identified. Academic Administrators complete a 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) Tool and meet with their evaluators to discuss their goals at the beginning of the

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<sup>434</sup> Policy 140

<sup>435</sup> Reorganization/Realignment



calendar year.<sup>436</sup> Academic administrators are evaluated on; Managing operations, managing finance and people, Managing information, and Transformational leadership. A midterm review is conducted in June or July, and final reviews occur in December. Annual evaluations of all administrators are reviewed by the president and administrators working directly under the president have clearly defined job descriptions. Job descriptions are updated by the president and her management team, and are approved by the BOT every two to five years, depending on the changing needs of the College.

### **Standard IV.B.3.**

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves achievement and learning; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

### **Evidence of Meeting the Standard**

The president led the collegial process of the development of the 2014-2020 ISMP which was presented to the college campus via various avenues for review and processing to include 2012 President's ISMP Update meeting,<sup>437</sup> ISMP 2013 Update,<sup>438</sup> 2014 ISMP Update Presentation,<sup>439</sup> and 2015 ISMP Update Presentation.<sup>440</sup> The president communicates institutional goals, outcomes, and future plans to the general community via various avenues including public reports, annual reports, monthly 'Chachalani' newsletters, audit reports, Citizen-Centric reports, and Board of Trustee meetings,<sup>441</sup>

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<sup>436</sup> 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) Tool

<sup>437</sup> 2012 President's ISMP Update meeting

<sup>438</sup> ISMP 2013 Update,

<sup>439</sup> 2014 ISMP Update Presentation

<sup>440</sup> 2015 ISMP Update Presentation.

<sup>441</sup> AY 2014-2015 Annual Report, p. 4

Chachalani September 2016.<sup>442</sup> During board meeting the president reports on the College's financial, educational, institutional, and operational status.<sup>443</sup> In addition, the president meets with her management team to address and review college business. General discussions regarding public hearings regarding fee schedules, staff/administrator professional development training, and the need to orientate newly elected Government of Guam (Gov. Guam) senators to the College Campus are examples of topics that can be discussed.<sup>444</sup> All committees under the participatory governance structure establish goals that are uploaded to MYGCC and accessible to the president. At the beginning of every academic year, during convocation, the president communicates institutional values, goals, and direction.<sup>445</sup> Each semester during the general assembly the president addresses and updates faculty and staff regarding issues facing the College.

For two consecutive days during spring and fall semesters, the president hosts town hall meetings titled "Meet the President" updating students on current events. She also uses this forum to address questions and concerns from students.<sup>446</sup>

Spring 2017 the college proudly received its 16<sup>th</sup> clean audit from Deloitte, independent auditor. The president credits GCC's careful procurement process, secure accountability guidelines, and GCC's Finance and Administration departmental efforts, with this continued excellent institutional performance.<sup>447</sup> The audit performance is shared not only within the college but in media releases, as 16 consecutive years of clean audit reports for the College is exceptional milestone because the College continues to be the only government of Guam agency that has consistently maintained a 'low-risk status.'<sup>448</sup>

## **Analysis and Evaluation**

The 2014-2020 ISMP provides the goals that guides the college mission, establishes priorities, and guides student's success.<sup>449</sup> Guided by the ISMP, Fact Books, and Annual Reports, the president addresses student outcomes. The president's address in the AY

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<sup>442</sup> Chachalani September 2016, p. 10

<sup>443</sup> BOT minutes Feb 3, 2017

<sup>444</sup> January 22, 2013 meeting minutes

<sup>445</sup> 2013-14 Convocation Scripts

<sup>446</sup> Meet the President Fall 2014

<sup>447</sup> Chachalani March 2015 p.2

<sup>448</sup> Media Release April 2017

<sup>449</sup> ISMP 2014-2020

2015-2016 Annual Report highlights the priority of student 100% success and introduces the slogan, ‘Students First, Mission Always.’<sup>450</sup> Allocation of resources is effective as evidence by the College’s 16th consecutive clean audit, and is also documented in FY 2016 Citizen-Centric Reports (CCR) along with academic highlights, student enrollment, and upcoming capital improvement projects.<sup>451</sup> The president reported in the AY 2013-2014 Annual Report, a record number of students graduating from GCC, national recognition of Veteran education by the “Military Times Magazine,” and other accomplishments to support the 2014-2020 college goals.<sup>452</sup>

## **Standard IV.B.4**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

### **Evidence of Meeting the Standard**

The president maintains a visible and positive leadership role in the college’s accreditation process. The president regularly updates faculty, staff, and administrators on the accreditation process during college assemblies and convocations.<sup>453</sup> An Accreditation Flow sheet exists to guide the College in this process.<sup>454</sup> In 2014 the president was elected by members of the Pacific Postsecondary Education Council (PPEC) to serve as the ACCJC Pacific College representative from July 2014-2017.<sup>455</sup> To ensure the College meets ACCJC standards in the accreditation process, the president appointed the Vice President for Academic Affairs (VPAA), to the dual role of Accreditation Liaison Officer (ALO) and since 2007, the College’s ALO has served as a member of a visiting team for four ACCJC institutions. The president herself frequently travels to Accreditation Commission for Community College and Junior Colleges (ACCJC) conferences and workshops. A role of the BOT is to review and approve the president’s travel schedule and Spring 2016 the BOT approved the president for travel to the 2016 Commission Development Workshop sponsored by the Accreditation Commission for Community College and Junior Colleges (ACCJC) in Berkeley, California<sup>456</sup>

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<sup>450</sup> AY 2015-2016 Annual Report

<sup>451</sup> FY 2016 Citizen-Centric Reports

<sup>452</sup> AY 2013-2014 Annual Report, p.5

<sup>453</sup> Accreditation Visit 2018

<sup>454</sup> Accreditation 2018 Flow sheet

<sup>455</sup> Media Release June 2014

<sup>456</sup> February 9, 2016 BOT meeting minutes

Through the participatory governance structure institutional committees overseen by the ALO were developed with a responsibility for the accreditation process and these Standard Committees have been in place since the 2012 ACCJC visit. Members meet regularly to address the ACCJC accreditation standards, and prepare ACCJC reports for campus discussion. For example, feedback on the ACCJC Mid-term report was discussed during the November 2014 Accreditation Standards Committee meeting<sup>457</sup>. Additionally, the College required the BOT and all employees to complete the 2014 and 2016 ACCJC Accreditation Basics training to better understand the accreditation process.<sup>458</sup>

### **Analysis and Evaluation**

The president is knowledgeable and visible in the accreditation process at the college. September 2016, in preparation for the March 2018 ACCJC accreditation team visit, an Accreditation Steering Committee comprised of BOT members, administrators, students, faculty, and staff, was appointed by the Accreditation Liaison Officer (ALO) to further enhance the drafting of the ISER.<sup>459</sup> During the Fall 2016 College Assembly, the president updated faculty, staff, and administrators about changes to the ACCJC online Accreditation Basics Course and standard committee members were requested to complete the new online course by November 17, with all successfully completing this task. The college's full-time employees and BOT members are asked to complete the course by October 31, 2017.<sup>460</sup>

October 20, 2016 Accreditation Steering committee members and the president attended a one-day ISER training event facilitated by ACCJC, in preparation of the committees developing the 2017 ISER and the upcoming March 2018 accreditation team visit. Board members, president and president-elect from the Staff and Faculty senates were also invited to attend the training to garner a better understanding of the accreditation process. Since the ACCJC 2012 visit and prior to Fall 2016 faculty driven accreditation committees led the college in the development of the Institutional Self Evaluation Report (ISER). Working together is part of the College's accreditation vision, and through participatory governance these committees developed the Institutional Self Evaluation Report (ISER).

### **Standard IV.B.5**

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

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<sup>457</sup> Accreditation Standards Meeting Minutes November 2014

<sup>458</sup> Accreditation Basics Course 2014

<sup>459</sup> Accreditation Steering Committee

<sup>460</sup> Memo Accreditations Basics 2016

## Evidence of Meeting the Standard

GCC is mandated by PL 14-77 to be the vocational leader for secondary and postsecondary education. On September 30, 2011, the law was amended by P.L. 31-099 to provide career and technical education, various occupational training and education to grow a skilled workforce, and to offer technical programs in the public high schools. The amended law expanded the short-term extension and apprenticeship programs and identified GCC as the State Agency and Board of Control for Vocational Education.<sup>461</sup>

The President through BOT Policy 115 ‘Code of Trustee Ethics & Conduct’ has been given the authority to “initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.” The president fulfills the college’s mandate of providing career and technical education by overseeing the administration of the board policies which support these local Guam and federal laws and regulations. The President has the authority to search and apply for federal grants and currently administers grants such as Title IV federal funded aid, Carl Perkins, Workforce Investment Act (WIA) Adult Education, and other sub-awards, such as Title V grants.<sup>462</sup>

The president is responsible for the overall financial management of the College as directed through BOT Policy 200 ‘Fiduciary Responsibilities.’<sup>463</sup> Working with the Vice President of Finance and Administration, the president ensures the prudent management and administration of all revenues and expenditures from appropriated, non-appropriated, federal and local funds. As part of managing the finances, budget development guidelines are properly adhered to, adequate internal control structures exist, and independent annual audits occur.

The President regularly communicates to the Board at its monthly meetings the College’s financial status, capital improvement projects, changes to local and federal rules and regulations, operational procedure changes, and policy updates. In line with the mission, the President’s assessment plan, includes continued efforts for collaboration toward developing a process to measure progress towards achieving visionary goals such as TracDat, and Assessment Plan President, CEO (Presidents Assessment 2012) with these goals linked to the mission of the College.

## Analysis and Evaluation

The president through designation from the BOT, is responsible for the overall management of the operations and finances of the College. She oversees the college’s

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<sup>461</sup> PL 14-77

<sup>462</sup> Policy 115 Code of Trustee Ethics & Conduct

<sup>463</sup> BOT Policy 200 ‘Fiduciary Responsibilities

finances, and operations, through effective leadership and guidance in institutional planning, documentation and updates of processes, collection of data, and decision-making processes in alignment with GCC's mission. She maintains leadership by making sure the campus is maintained and in alignment with improvement plans.

Guam Community College continues to be a role model for the community in adherence to statutes, regulations and policies. The president has gained the trust of grantees for multiple federal grants and our compliance is exemplified in the maintenance of 16 years designation of a 'low risk' auditee status, based on the March 31, 2017 issuance of its FY16 audit.

## **Standard IV.B.6**

*The CEO works and communicates effectively with the communities served by the institution.*

### **Evidence of Meeting the Standard**

Since her appointment as president in June 2007, Dr. Mary Okada has worked tirelessly to support the mission of the College. The president communicates regularly with college constituents, the community of Guam, and national and international entities. In the College's continuing effort to communicate effectively with the community, and business industries, the president and her team work with local government and educational agencies to advance the College's mission and goals. The president regularly attends and often speaks at community events and is an active participant in ongoing discussions with external entities. The president serves in active roles in local and national organizations such as the following:

- Commissioner, Accrediting Commission for Community and Junior Colleges
- Vice President, Guam Women's Chamber of Commerce,
- Board Member, Guam Contractors Association, Guam Trades Academy
- Board Member, Pacific Resources for Education and Learning
- President, American Association of University Women- Guam Chapter

In addition to her responsibilities in these organizations, Dr. Okada is also the Chairperson for the Pacific Postsecondary Education Council (PPEC), as well as the Pacific Islands branch of the non-profit organization, WestCare. She is a member of American Association of Community Colleges (AACC), Asian Pacific Association for Fiduciary Studies (APAFS), American Association of University Women (AAUW), and Association of Community College Trustees (ACCT) ([President's Bio, 2015](#)).

Additionally, in 2014 she was appointed by President Obama, to serve as the Vice-Chair on the advisory commission on Asian Americans and Pacific Islanders (AAPI) ([BOT meeting June 2014](#)). Dr. Okada resigned from this position in early 2017.

Through her visibility in these roles the president can support the mission of the College

as she advocates for, and supports growth of educational opportunities in Guam and Micronesia.

The president communicates to stakeholders utilizing College annual reports page 7, as well as but not limited to institutional documents such as the 2014-2020 Institutional Strategic Master Plans (ISMP) page 3, Fact Books page 3, and Annual Institutional Assessment Reports (AIAR) page 4. Each report begins with a ‘Message from the President’ where she updates stakeholders on college news and events.

The president consistently provides updates on college finances, federal grants, capital improvement projects, and other activities during the Board of Trustee (BOT) monthly meetings, and this is documented in the BOT meeting minutes. The president is visibly active in college monthly online newsletter, ‘Chachalani.’ The president uses this forum to communicate events such as the sixteenth clean audit (Chachalani March, April, May 2017) Chalani 365 (Chachalani February 2017), and building 100 expansion and renovation (Chachalani February 2017).

The president communicates with college constituents throughout the academic year. “Town Hall” meetings are held in the college’s Multi-Purpose Auditorium (MPA). These events are advertised on “My GCC Announcements” and campus flyers and are primarily designed for students to meet the president, but are open to and attended by faculty, staff, administrators, and BOT members. The president uses these events to greet the students and update them on college services, funding, scholarships, programs, planning, and other events. The students are given the opportunity to make suggestions or voice any concerns at the end of each session during an open ‘question and answer’ sessions. If there are questions the president cannot answer she will refer the questions to other administrators present at the event. During the spring 2015 “Meet the President” event, students asked 31 questions. Examples of questions include; asking for on-line courses, adding courses in dentistry, and asking if students can walk in the commence ceremony prior to completing the one final course.<sup>464</sup> Student’s questions are answered during these meetings, and when necessary administrators and faculty support the president in providing answers to the questions.

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Mandatory college assemblies, staff, and faculty professional development trainings, are events where the president provides updates of the institutional strategic master plan (ISMP), budgetary announcements, upcoming events, grants, and campus improvements. Fall 2016 college assembly, in keeping with the college mission, the president updated college employees on the 2014-2020 ISMP, regarding curriculum review and assessment, federally mandated graduate employment numbers, GCC’s current financial status, and upcoming campus improvement projects.<sup>465</sup> Fall 2013 college assembly events such as “Closing the Loop” communicated the president’s 2014 goals to the campus community.<sup>466</sup> In her role as the president, Dr. Okada attends

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<sup>464</sup> Meet the President Spring 2015

<sup>465</sup> Fall 2016 College Assembly

<sup>466</sup> Closing the Loop

government budget hearings and BOT meetings to communicate college needs and meets with external entities, such as the Guam Department of Education.<sup>467</sup> She attends public hearings, community, national, and international events. This visibility enables her to be aware of the activities and needs of local, national and international communities, and provides greater awareness of GCC and its services and programs.<sup>468</sup>

## Analysis and Evaluation

The president communicates to stakeholders via the ‘Presidents Message’ the college’s mission, vision, core values, and goals necessary for achieving overall excellence in career and technical workforce development.<sup>469</sup> The president communicates College accomplishments and student success to stakeholders, as evidenced in the Annual Reports.<sup>470</sup> Highlights include GCC focus on sustainability, the record number of graduating students in May 2014, and designation of GCC as “Best for Vets Career and Technical College” by Military Times magazine.

During the Board of Governors monthly/Bi-monthly meetings, the president regularly updates members and attendees on upcoming campus events and finances. Of concern is the slow release of allotment releases from the general fund, only \$4.63 million (or 77%) of the FY2016 appropriated funds has been released and no FY 2017 funds have been provided, but the president communicated she would be monitoring the release of these payments and hoped to meet with the Governor of Guam regarding the College's financial status.<sup>471</sup> The president updates the BOT on building renovations and federal grant opportunities available for future college renovations; for example Building 300 to be funded by FEMA.<sup>472</sup>

The president routinely holds “Meet Your President” bi-weekly town-hall meetings with students each semester.<sup>473</sup> These events allow students to ask questions, and address their concerns. The numbers of students attending these events has been steadily increasing and has been a good way for students to familiarize themselves with the president and update themselves on college progress. During the spring 2015 “Meet the President” event, the president revealed the development of new programs, increased student enrollment, the availability of scholarships, and the expansion of college buildings.<sup>474</sup>

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<sup>467</sup> Department of Education 2015

<sup>468</sup> BOT meeting September 2015

<sup>469</sup> ISMP 2014-2020 p.3

<sup>470</sup> 2014-2015 Annual Report, p. 5. [and 2015-2016 Annual Report](#)

<sup>471</sup> BOT meeting February 2017

<sup>472</sup> BOT meeting February 2016

<sup>473</sup> Meet the President Fall 2016

<sup>474</sup> Meet the President February 2015



During the AY 2013-2014 “Meet the President” town hall meetings, the president updated students regarding; ongoing and upcoming construction projects and the need to track Guam Community College (GCC) graduates. She introduced the 2014-2020 Institutional Strategic Master Plan (ISMP), and revealed that GCC was the first college to introduce the “Keep Your Guard Up” college initiative which offers courses to returning deployed soldiers.<sup>475</sup>

Public reports are posted on MyGCC and allow the president, through the “President’s Message” to communicate the college mission, vision, and goals, to external and internal stakeholders.<sup>476</sup>

### **Standard IV.C: Governing Board**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.*

#### **Standard IV. C.1**

*The institution has a governing board that has the authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

#### **Evidence of Meeting the Standard**

The responsibilities of the Board of Trustees (BOT) as defined in Article, Two Section Five, of the BOT By-Laws directs the BOT to approve policies and regulations necessary for operation of the college. In accordance with Policy 110 ‘Board Policy Development and Review’ establishes the guidelines for the review of policies to assure quality and effectiveness of student learning programs and services as well as the sound operation of the College.<sup>477</sup> Board responsibilities include the evaluation of existing and

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<sup>475</sup> AY 2013-2014

<sup>476</sup> President’s Message

<sup>477</sup> Policy 110

potential job skills needed on Guam, including those for business, industry, territorial and federal governments; coordination and recommendation of improvements in vocational educational programs in order to match program outcomes with current and existing job needs; encouragement of work-study programs in industry and offer more scholarships funded by private employers. Labor unions, territorial, and federal government's; encouragement of retraining programs for the unemployed and under-employed in order to provide a guaranteed workforce; evaluations and recommendations for executive and legislative action to improve programs regarding job innovation and development, and formulation of plans and objectives in measurable terms and continuous evaluation of the various programs operated by the College to determine if the College is complying with its statutory mandate. The College also must provide five-year follow-up studies of the graduates of the various programs operated by the College.<sup>478</sup>

### **Analysis and Evaluation**

The Board is regularly informed and aware of the College's growth, outcomes, development and budget. Monthly financial reports are reviewed. Current issues, new activities, and program changes are channeled to the Board at monthly meetings via the President, the Student Trustee, the Faculty Advisory Member, and the Support Staff Advisory Member.

### **Standard IV.C.2**

*The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

### **Evidence of Meeting the Standard**

The College's Board of Trustees (BOT) pursuant to Public Law 14-77<sup>479</sup> and GCC BOT By-Laws and outlined in the 2015-2016 BOT Membership Handbook consists of seven members comprised of five official voting members and two non-voting advisory members, who through their various professional experiences positively impact college outcomes.<sup>480</sup> BOT Policy 111 'Adoption of the BOT Handbook' direct members on the meeting process, conduct, and development of activities, timelines and development plans.<sup>481</sup>

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<sup>478</sup> Graduate Employment Report, 2015

<sup>479</sup> Public Law 14-77

<sup>480</sup> GCC BOT By-Laws

<sup>481</sup> BOT Policy 111

## Analysis and Evaluation

The board secretary provides Board members with agendas, related documents as well as any updated financial academic reports, electronically prior to board meetings to generate constructive and collective discussions for decision making. During board meetings, discussions surround previously provided documents and decisions are documented through board minutes, board resolutions, policy updates and board action.

Board members through Policy 115 ‘Code of Ethics & Conduct’ have developed healthy working relationships and are encouraged after deliberation to collectively support final BOT decisions.<sup>482</sup> BOT members support each other as evidenced by student member resignation letter “I most especially appreciate the support that each member has given me throughout my service as the student member.”<sup>483</sup> The BOT code of ethical conduct encourages members to respect individual opinions but to govern in the best interests and educational needs of the college by working as a united unit. BOT meetings require voting of motions and numerous meetings show that motions are passed without objection and in full support of the board members.<sup>484</sup>

### Standard IV.C.3

*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

#### Evidence of Meeting the Standard

Policy 455 ‘Selection of the President identifies the process of appointing a screening committee tasked to conduct Presidential searches. This committee oversees the search process and provides recommendations to the governance board of at least two applicants best suited for the position. The Board of Trustees (BOT) guided by Board Policy 455 ‘Selection of the President,’ follows a detailed process and a screening committee comprised of a board member, student trustee, faculty president, BOT advisory members and two members of the public are appointed to guide the selection process.<sup>485</sup> The current president was selected in 2007 using this process. The president's contract includes a provision for an annual evaluation that is conducted by the BOT and kept on file in the board secretary's office. Evaluation of the president indicates that the Board may solicit input from various constituents, typically including senior staff, the academic governance, and union representatives. The president completes an annual self-assessment, updates goals for the following year, and meets with the BOT to review

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<sup>482</sup> Policy 115

<sup>483</sup> BOT Meeting January 2016

<sup>484</sup> BOT Meeting minutes, 2017

<sup>485</sup> Policy 455

documents. When the evaluation is complete, the Board meets with the president and is provided with the final written document. A signed copy of the President's evaluation is placed on file in the Human Resources Office. The president's evaluation process is used to determine salary increases BOT meeting February 2017, as well as recommendations to the Board on the renewal of contracts.<sup>486</sup> Corrective action, per board policy can include suspension, reassignment, or resignation. In 2015, following the board assessment of the president's performance her contract was extended through June 2019.<sup>487</sup>

### **Analysis and Evaluation**

The Board upholds its responsibility of Presidential selection and evaluation very seriously, following a rigorous selection and evaluation process. With assistance of the Human Resources Department and the Screening Committee the Board followed requirements of this area. The current president, Dr. Okada, was selected in 2007 using this process, her contract was reassessed 2015, and extended until 2019, and the president was allocated the maximum percentage wage increase due to her exemplary performance BOT meeting February 2017.<sup>488</sup>

### **Standard IV.C.4**

*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

### **Evidence of Meeting the Standard**

Board policies mandate that the Board of Trustees (BOT) act as an independent policy-making body reflecting the public interest in educational quality. The Board members, apart from the student representative, are nominated by the Governor and confirmed by the legislature. The composition of the board as prescribed in Public Law 17-44GCA, chap.31 subsection 31101,<sup>489</sup> and BOT By-Laws identifies the composition of the board and represents various business and industries.<sup>490</sup> Every governing Board member is a non-owner of the College.<sup>491</sup> It states further that the trustee shall not be a government of

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<sup>486</sup> BOT meeting February 2017

<sup>487</sup> BOT meeting minutes, January 13, 2015, p.7

<sup>488</sup> BOT meeting minutes February 2017

<sup>489</sup> Public Law 17-44GCA, chap.31 subsection 31101

<sup>490</sup> BOT By-Laws

<sup>491</sup> Policy 120

Guam employee nor shall the trustee have a conflict of interest with the college to ensure in the best interest of the community.

Board Policy 140, cites that the BOT and President will protect and promote the interest of Guam Community College. In addition, the Board practices policy-making roles through standing committees.<sup>492</sup>

### **Analysis and Evaluation**

BOT meeting minutes throughout 2014-2017 show trustees regularly attend internal and external events and this is showcased in the meeting minutes, Community Outreach Report, for example board members attend retreats, network with international entities,<sup>493</sup> attend agency meetings, national events, and College graduation.<sup>494</sup>

Furthermore, the College publishes a monthly newsletter titled ‘Chachalani’ that could dedicate a section for BOT announcements, messages, or simply a voice of support. Two board members were appointed and actively participated in the Accreditation Steering Committee, Standard IV, Fall 2016 (AVP Memo, 2016 and 2017). The Board is visible amongst the public; however, the public perceptions may be improved by increased Board member attendance and participation at College-wide events to display a sense of collaboration, support, and recognition. The BSEQ results found that the public would like Board members to attend and participate at College-wide events, activities, and other key events. Two BOT members were appointed and actively participate in the accreditation steering committee, Standard IV, Fall 2017-Spring 2018.

### **Standard IV.C.5**

*The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

### **Evidence of Meeting the Standard**

On December 2014, the Board of Trustees (BOT) amended and adopted BOT Policy 306 “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees.” This policy describes the Board’s commitment to provide students with, and systematically assess quality educational programs and

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<sup>492</sup> Policy 140

<sup>493</sup> BOT minutes February 2017

<sup>494</sup> BOT meeting minutes July 2016

services. To ensure this process, the board adopted a two-year cycle of program review for all programs, student services and administrative units of the College. The program and course reviews are currently ongoing as of spring 2017.<sup>495</sup>

### **Analysis and Evaluation**

The Board amended/updated Policy 306 in response to mandated and newly approved accreditation standards and to provide a more comprehensive process for all instructional programs, student services, and administrative units on campus. The two-year cycle of program review, as accomplished through ‘TracDat’ will fulfill the following objectives: assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical education; ensure wise allocation of resources; determine program effectiveness; and implement program improvement strategies.<sup>496</sup>

The Board regularly amends, and adopts current board policies that are reviewed, drafted, and revisited during BOT meetings. During BOT meeting April 8, 2016, the Board updated the following policies: Policy 100 ‘Mission Statement’, Policy 111 ‘Adoption of BOT Membership Handbook’, Policy 135 ‘Acting President’, Policy 145 ‘Identity System Manual’, Policy 150 ‘Media Relations’, Policy 155 ‘GCC Protocol Guide’, Policy 170 ‘Campus Crime and Security’, Policy 175 ‘GCC as a Tobacco Product, Electronic Cigarette and Betel nut-Free Campus’. The BOT continues to update policies throughout 2016 and 2017, as indicated in the BOT Assessment Plan (BOT Assessment Plan, 2016.) The president regularly reports and updates the board on the financial status of the college during BOT meetings.

### **Standard IV.C.6**

*The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

The Guam Community College Board of Trustees (BOT) as guided by BOT By-Laws, Article II, consists of seven members appointed by the Governor of Guam and confirmed by the Guam Legislature. Of the seven trustees, six members are appointed to a five-year term by the Governor of Guam and include a representative of the labor sector of the workforce, and representatives from the business and industry, and remaining members are members of the public. The student trustee is elected by the student body to serve a one-year term.<sup>497</sup>

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<sup>495</sup> BOT Policy 306 “Comprehensive Assessment of Instructional Programs

<sup>496</sup> Policy 306

<sup>497</sup> BOT By-Laws, Article II,

The Board of Trustees (BOT) member information, policies, bylaws, meeting minutes, and attendance, are available to the community and posted on the public forum of the website.<sup>498</sup> The BOT bylaws stipulate the board’s duties, responsibilities, structure, and operating procedures.<sup>499</sup> Additionally, the BOT membership handbook provides members additional information including, policies, bylaws and detailed guidance on board membership requirements, and the handbook while not a public document is available for viewing and is kept in the board secretary’s office. Article II of the BOT By-Laws provides instruction on the appointment, powers, responsibilities, and length of term of BOT voting and nonvoting member selection, as follows:

- Article I – The Institution – Defined as ‘Guam Community College’
- Article II - Board of Trustees – number of members, appointment, term of office, trustee powers, and compensation.
- Article III - Meetings – guidance on annual, public, regular, and special meetings, quorum requirements, rules, and order of business.
- Article IV - Officers – election term, and job descriptions of chairperson, vice chairperson, secretary, treasurer, vacancies, standard committee descriptions (Academic Affairs, business and finance, and administrative services).
- Article V – President – duties and powers of the president, Guam and Federal statues, rules and regulations regarding equal opportunities for education, training, and employment.
- Article VI – Financial Considerations – board authority for contracts, checks, drafts, orders for payment, deposits, fiscal year, funding sources, and GCC foundation.
- Article VII- Miscellaneous – policies, rules, regulations, and college seal.
- Article VIII- Amendments – guidance on amending the by-law

### **Analysis and Evaluation**

The appointing and affirming of BOT members is under authority of the Governor of Guam and Guam Legislature and reflected in Policy 195 ‘Selection and Appointment of Guam Community College Trustees,’ in compliance with Public Law 14-77, as amended, updated and repealed in public law 31-99.<sup>500</sup> Trustees, excluding the student member, are appointed for a five-year term, by the Governor of Guam and appointees are orientated to the role, duties, and responsibilities of BOT as outlined in Policy 120 ‘Orientation of New Board of Trustees Members.’<sup>501</sup> Appointees through Policy 111 ‘Adoption of BOT

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<sup>498</sup> public forum

<sup>499</sup> BOT bylaws

<sup>500</sup> Policy 195 ‘Selection and Appointment of Guam Community College Trustees

<sup>501</sup> Policy 120 ‘Orientation of New Board of Trustees Members’

Membership Handbook’ are provided with electronic copies of the Handbook, to guide them in their role, duties, by-laws, policies, code of ethics, and responsibilities. According to the board secretary, members on appointment, are provided copies of BOT meeting minutes within the last six months.<sup>502</sup> As guided by Policy 120 ‘Orientation of New Board of Trustees Members’ BOT orientation is the responsibility of the BOT Chairperson and College president. The board publishes bylaws and policies electronically that are updated as needed, and via a two-year cycle respectively.

### **Standard IV.C.7**

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

### **Evidence of Meeting the Standard**

The Board of Trustees (BOT) through the GCC BOT By-laws Article VII are provided the power to make, adopt, or amend policies, rules, and regulations that enable them to effectively manage college business.<sup>503</sup> The BOT Assessment, Activities, and Timeline supports this and outlines the board’s goal to continue to periodically evaluate board policies and code of ethics. To ensure college effectiveness the board regularly assesses and updates college policies. Board policy review is ongoing and follows regular cycle. The BOT Policy Review Report provides evidence that policies were reviewed and when the next review is due, and the BOT Fiscal Year Calendar provides a monthly timetable for policy review.

### **Analysis and Evaluation**

The BOT consistently meet every month throughout the calendar year. Attendance reports, a complete inventory of meeting minutes, and agendas are available on the BOT public website. Meeting minutes reflect discussions, priorities, schedules and other institutional updates as well as actions taken by the board. The GCC board policies are divided into six categories; General Board Policies (Series 100), Financial Board Policies (Series 200), Curriculum Board Policies (Series 300), Employee Board Policies (Series 400), Student Board Policies (Series 500), and Apprenticeship Board Policies (Series 700). Since the last site visit 2012, the board has extensively added, reviewed, and updated college policies.<sup>504</sup> For example, Board policy 350 ‘Prior Learning

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<sup>502</sup> Policy 111 ‘Adoption of BOT Membership Handbook’

<sup>503</sup> BOT By-laws Article VII



Assessment'<sup>505</sup> BOT Policy 199 'Social Media'<sup>506</sup> and BOT Policy 475 'Merit bonus' have been developed and board policies series 100 through 700 have been reviewed.<sup>507</sup> The board reviewed and amended eight (series 100) board policies during the second quarter, 2016.<sup>508</sup> As of February 3, 2017, the board continues to review board policies.<sup>509</sup>

## Standard IV.C.8

*To ensure the institution is accomplishing its goals for student success, the governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

### Evidence of Meeting the Standard

The governing board is committed in providing students with quality educational programs and Policy 306 established a two-year cycle of program review, assessment, and use of the results to improve academic offerings. The review includes assessing programs, productivity, program demand, and development. The 2014-2020 Institutional Strategic Master Plan (ISMP) embodies this objective. The major goals of the ISMP include: Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement. Included within these goals are key initiatives, focused on student-centered learning concepts, curriculum and educational delivery, strengthening faculty professional development, updating facilities, strengthening participatory governance, aligning resource allocation with the ISMP, continual assessment and program review, marketing the 'GCC' brand, and internationalization efforts.<sup>510</sup> The College monitors and regularly reviews its progress on meeting the goals and initiatives of the ISMP and the governing board is updated on student success and institutional plans during board meetings. Board meeting agenda titles include:

- President's Report: Financial Status, Capital Improvement Projects, and Other Activities: report finances, hiring of staff, campus construction and upgrades.

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<sup>505</sup> Board policy 350 'Prior Learning Assessment'

<sup>506</sup> BOT Policy 199 'Social Media'

<sup>507</sup> BOT Policy 475 'Merit bonus'

<sup>508</sup> April 8, 2016 BOT meeting minutes

<sup>509</sup> February 3, 2017

<sup>510</sup> 2014-2020 ISMP, p.3-7

- Student Advisor, Faculty Senate, and Staff Senate Report: student, faculty and staff activities and developments.

Assessment results are reported using various methods, for example the College Fact Book, which includes detailed data on institutional-set student achievement benchmarks for enrollment, course completion, retention, persistence, college to university transfers, and graduate employment rates. The Fact Book is provided to campus constituents including the Board of Trustees (BOT) and an electronic copy is available on the College's public website. The BOT receives quarterly departmental reports that highlight student success including enrollment, course completion, retention, persistence, transfer, and employment.<sup>511</sup>

### **Analysis and Evaluation**

The board is kept updated during board meetings regarding College events, achievements, and outcomes. Board Members are provided electronic and hard copies of the Fact Books that report key indicators of student success. For example, Fact Book Volume 10 compares College trend data over a ten-year period, and showcases a 36% increase in student enrollment. The office of Assessment, Institutional Effectiveness and Research (AIER) collects the data and results are published in the fact books and results are used to improve student success.

### **Standard IV.C.9**

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

### **Evidence of Meeting the Standard**

Guam Community College has established Policy 120 'Orientation of New Board Members' to guide members in understanding the roles, function, conduct, and responsibilities necessary for successful leadership. Providing guidelines and training ensures that board members are orientated and provided documents to support them in their success as a valued member of the board. The BOT Handbook is provided to trustees upon appointment, which outlines in detail expectations of board members. Ongoing training for board development includes board members attending trainings and conferences provided by the Association of Community College Trustees (ACCT), and attending board retreats on Guam.<sup>512</sup>

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<sup>511</sup> Fact Book

<sup>512</sup> Policy 120 'Orientation of New Board Members'

## Analysis and Evaluation

Newly appointed board members are provided a policy handbook and a board membership handbook and their orientation is the responsibility of the BOT Chairperson and College president. Policy 120 states that orientation must occur within one month of newly appointed members and include but not limited to; college tour, conflict of interest and ethics training, copies of current operational budgets, copies of board meetings, copy of the Trustees roles and responsibilities, and a BOT membership handbook that provides in-depth guidance in this process.

Board members regularly attend College, community, and national events. For example three board members attended the 2016 Joint Board Retreat, four trustees attended Public-Private Partnership Higher Education Summit in San Diego, five trustees attended the ACCT Annual Leadership Congress 2016, four trustees attended the ACCT Annual Leadership Congress 2015, and ACCT conference calls, and two board members attended the Joint Board Retreat August 2015.

## Standard IV.C.10

*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

### Evidence of Meeting the Standard

The GCC Board of Trustees (BOT) Assessment Activities and Timeline was developed to guide the board in supporting governance, assessment, and institutional effectiveness (AY 2015-2017 Assessment Plan) and assessment of board effectiveness is guided by Policy 306.<sup>513</sup> The Assessment, Institutional Effectiveness, and Research (AIER) Office conducts assessments of BOT members 'inside voices' and is summarized in the BOT assessment reports. "The board assessment reports serve as evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing board."<sup>514</sup>

Additionally, Board assessments are conducted by non-board participants 'outside voices' who regularly attend board meetings and activities, and results are summarized in the BOT assessment reports. Board evaluations are organized into five areas; Board-

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<sup>513</sup> Policy 306 'Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees'

<sup>514</sup> 5<sup>th</sup> Board of Trustees' Assessment Report, 2013, p.i

CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal Conduct, and Evaluation. Board members complete the Board Self-Evaluation Questionnaire (BSEQ) on BOT relationships and activities, referred to as ‘inside voices.’ The objective of both surveys is for Board members to identify strengths and weaknesses in Board functioning and gain a better understanding of expectations from themselves and other participants to be an effective and efficient Board. (Midterm Report-AIER, page 1537, tab 74, Fall 2013). Data gathered provides mechanisms of success and means for continuous quality improvement. They receive a wide range of input and collaboration from the community and constituent groups by holding outreach meetings. The surveys help broadens Board member’s perspectives on college diversity and the educational quality issues affecting its daily operations. The BOT assessment reports are public documents and are available online.<sup>515</sup>

### **Analysis and Evaluation**

The Board conducted self-assessment via Survey Monkey (Fifth Board of Trustee’s Assessment Report found in Midterm Report to ACCJC; March 2015 page 1544). Results find that the Board is visible amongst stakeholders; however, the stakeholder’s perceptions may be improved by increased Board member attendance and participation at College-wide events to display a sense of collaboration, support, and recognition. The Fifth BOT Assessment Report (2013) BSEQ was answered by all board members and the GBAQ was answered by eleven non-board members and results determined the board was functioning effectively with room for improvement to strengthen the boards overall performance, results show strong outcomes in relation to personal conduct and board/CEO relations.<sup>516</sup> Additionally the BSEQ results found that the public would like Board members to attend and participate at College-wide events, activities, and other key events whereas the College could acknowledge them and invite them to speak providing a message of support and recognition 5th BOT Assessment Report. Furthermore, the College publishes a monthly newsletter titled Chachalani that could dedicate a section for BOT announcements, messages, or simply a voice of support. Two board members were appointed, and actively participated in the Accreditation Steering Committee, Standard IV, Fall 2016 through Fall 2017.

The institutional assessment of the BOT through the GBAQ and BSEQ evaluation tools is rescheduled to Spring 2017 so as not to conflict with the Survey on Governance Processes and Practices at Guam Community College scheduled to conclude Fall 2016, and the Fall 2016 IDEA Student Ratings of Instruction (SRI) evaluation tool, administration scheduled to conclude November 2016.

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<sup>515</sup> public documents

<sup>516</sup> Fifth Board of Trustees Assessment Report, pp. ii-iii

## Standard IV.C.11

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

### Evidence of Meeting the Standard

Guam Community College Policy 115 ‘Code of Trustee Ethics & Conduct’ provides performance standards required of elected board members and acknowledges the College mission to provide the highest quality of education for students.<sup>517</sup> Guam Public Law 14-77 and Article II of the GCC BOT Bylaws enforces that no member of the board shall be a government of Guam employee nor have any family, ownership, or other personal financial interest in the College and board members must submit pursuant to Guam public law, a ‘conflict of interest disclosure statement.’<sup>518</sup> On appointment to the board members are required through Public Law 24-91, Section 13104.1 of Title 4, Guam Code Annotated, to complete conflict of interest training, which is completed on campus at the president's office. Additionally, board members through Policy 115 and BOT by-laws are asked to respect fellow opinions, avoid all conflicts of interest and work together harmoniously in the decision-making process, promote a healthy working relationship with the president and good relations with each other while working in the spirit of the college. Additionally, the BOT membership handbook provided to incoming board members during orientation details trustee roles, responsibilities, by-laws, and reiterates the ethics and conduct policy.

### Analysis and Evaluation

Board members adhere to Guam Public Laws, policies, and procedures at the College, and are held to the highest standard of professional conduct and integrity. In the continuing effort to uphold and maintain professional conduct and code of ethics policies, board members follow the conditions of service as outlined in the BOT handbook. According to the results of the board member's self-evaluation questionnaire (BSEQ) regarding board responsibilities, board members consistently follow the board ethics policy, and leave implementation to the president (Fifth Board of Trustees Assessment Report, p. 18). Board member ‘Conflict of interest disclosure statements’ and completion of conflict of interest training evidence is kept on file with the BOT secretary at the

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<sup>517</sup> Policy 115 ‘Code of Trustee Ethics & Conduct’

<sup>518</sup> BOT Bylaws

College, and all board members to date, have participated in this requirement and board members continue to work harmoniously in the interest of the College.<sup>519</sup>

### **Standard IV.C.12**

*The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

#### **Evidence of Meeting the Standard**

Board members supported through Public Law 14-77 are tasked with the responsibility of developing, adopting, and regulating college policies, and supporting the president in initiating these policies. Board Policy 115 ‘Code of Trustee Ethics & Conduct, section nine, delegates “Authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.”<sup>520</sup>

Board Policy 110 ‘Board Policy Development & Review’<sup>521</sup> delegates the board's role in board policy development, review, and regulation and the BOT Annual Fiscal Year Calendar provides a timeline of meeting dates, dates of policy review, and submission of reports and is kept on file in the board secretary's office. The BOT Assessment Activities and Timeline designate the objectives and timeline of board goals, of which Goal One is ‘Review of Board Policies’ (AY 2015-2017 BOT Assessment Activities & Timeline) that allows for the periodic review of all board policies.

#### **Analysis and Evaluation**

Board Policy 110 provides Board members with the capability to develop, adopt, and regulate institutional policies necessary for college success. As Chief Executive Officer (CEO) the president is crucial to the achievement of college goals and performance and therefore it is imperative that she has full control of the administrative and business affairs of the college and this requirement is outlined in the BOT handbook.

According to the Fifth BOT Assessment Report, all board members strongly agree that there is a high level of respect and trust between the board and president and “The board

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<sup>519</sup> Fifth Board of Trustees Assessment Report, p. 18

<sup>520</sup> Board Policy 115 ‘Code of Trustee Ethics & Conduct #9

<sup>521</sup> Board Policy 110 ‘Board Policy Development & Review’

always delegates administrative matters to the president and refrains from micromanaging the College.”<sup>522</sup>

### **Standard IV.C.13**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation process, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

### **Analysis and Evaluation**

The BOT are an important component of and are included in the accreditation process, and trustees informed, involved in the writing of the ISER, attend various training sessions, and are committed to the successful reaccreditation process at the College. Two BOT members were appointed and actively participate in the accreditation steering committee, Standard IV, Fall 2016-Fall 2017 and the writing of the ISER.

### **Evidence of Meeting the Standard**

Board members are provided with the “ACCJC Guide to Accreditation for Governing Boards’ publication that directs their role in the accreditation process, and receive updates during board meetings on the accreditation process and trainings available at the college.<sup>523</sup> In preparation for the final development of the Institutional Self Evaluation Report (ISER) and upcoming 2018 ACCJC accreditation visit, the College established an Accreditation Standards Steering committee, Fall 2016 to prepare the Institutional Self Evaluation Report (ISER) and two board members were appointed to Standard IV committee to assist in completion of the report. The board is updated by the president on the development of ISER, informed of ISER training for standard committee members, accreditation training for board members, and development of an accreditation calendar for board members.<sup>524</sup>

To assist in the understanding of, and commitment to the accreditation process all board members completed the 2012 Accreditation Basics online course, and are on task to complete the updated Accreditation Basics course by Spring 2017 Accreditation Basics.<sup>525</sup> Board members have also attend ACCJC-related trainings and other

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<sup>522</sup> Fifth BOT Assessment Report, 2013, p.16

<sup>523</sup> ACCJC Guide to Accreditation for Governing Boards’

<sup>524</sup> BOT Meeting Minutes, November 3, 2016, p.2

<sup>525</sup> Accreditation Basics

professional development activities related to the accreditation process including ISER training.<sup>526</sup>

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<sup>526</sup> ISER training





## QUALITY FOCUS ESSAY

“*Students First, Mission Always*” is the central theme around which two (2) projects are being proposed for the Quality Focus Essay (QFE) component of Guam Community College’s ISER. These two projects emerged out of campus conversations over the last two years, while the college community and its stakeholders ~ faculty, administrators, and staff~ were going through Transformation Leadership Academies that have equipped them with richer and more robust perspectives about how to make the student experience of GCC more productive and fulfilling. Additionally, the newly-negotiated Agreement between the Board and the GCC Faculty Union was also a fertile source of evidence-based discussions that defined and clarified the teacher-student relationship as it impacts student learning outcomes within and outside the classroom environment. These two (2) critical events provided the broad framework and rich contexts upon which these proposed QFE projects are securely anchored.

### *Rich Context 1: Transformation Leadership Academies (TLAs)*

These 40-hour academies, led by homegrown consultants who have Guam roots, were intended to explore and analyze areas of underperformance in all facets of community college life at GCC. This began with a *Breakfast with Champions* in 2015 where a healthy mix of about forty (40) administrators, faculty and staff, became the first cohort of trainees for this leadership academy focused on external and internal transformation. As defined by this cohort, transformation refers to a state of mind that highlights internal introspection about what works through a different way of knowing and learning within an organization, such as GCC.

The TLA was intentionally structured to break barriers of communication among the participant-employees so that titles and positions were “left at the door” once the participants entered the co-called **T-zone** or Transformation Zone. These T-zones were eventually adopted as the model for smaller-sized discussions among employees who work under the same units or departments in post-TLA sessions.

The second TLA cohort comprised of a similar group of college stakeholders who were willing to look within themselves and ask the all-encompassing question, “What should we stop doing to improve the student experience at GCC?” This question gave rise to a multitude of other questions to address the seven (7) principles of Transformation: Taking Turns, Making Time, etc. As this second cohort was ending, the first cohort was finalizing their praxis assignments that addressed areas of underperformance in their respective work areas. Conversations about improving the student experience became focused on outcomes. They zeroed in on student success strategies that will make students complete their programs in a timely manner. Data from TracDat became the wellspring of discussions about student learning in T-zones conducted in the conference rooms or in the coffee shop on campus.

Since TLA participation was voluntary, the third TLA cohort participants were solicited from the first two cohorts via email recommendations. This cohort went through the same leadership training and in their final session, the participants of Cohort 2 prepared

their presentation through their own transformational and collaborative efforts. Like the preceding cohort, Cohort 2 participants presented their strategies for student success through the Root Cause Analysis method. Discuss the root analysis method here. Since 2015, there have been three (3) TLAs held for all campus stakeholders, with a total of 155 employees (verify with Esther) who have gone through these sessions.

### *Rich Context 2: Board-Faculty Union Negotiations*

At the end of Spring 2016, arrangements were made for the two negotiating parties – the GCC Board of Trustees and the GCC Faculty Union – to sit down and re-negotiate the soon-to-expire Agreement that was finalized in 2010. Despite the presence of an experienced facilitator in Guam from the Honolulu-based office of the Federal Mediation and Conciliation Services, this first attempt however bogged down due to disagreements regarding the composition of the negotiating panel. It required the two parties to bring onboard a local attorney to formally begin the negotiations in October 2016. After the first week of negotiations, both parties then agreed to continue the negotiations on their own at a schedule that was convenient for all members of the twelve (12) member negotiating panel, with 6 members from each side of the negotiating table. The negotiations became intense with each growing day, sometimes lasting from 8 am to 12 midnight, from Monday to Friday, and sometimes even on weekends. This schedule covered a period of about six (6) months, from October 2016 to April 2017, inclusive of the training sessions on the new Agreement, as well as its faculty ratification and final Board approval in April. For the QFE component of this ISER, the significant changes in the participatory governance structure and processes give rise to one of the proposed projects: the establishment and implementation of a Year Round Education (YRE) strategy to facilitate student success and completion.

### *Student Success = Student Completion*

The above narrative is critical to providing the rich contexts for these two proposed projects, which are primarily intended to facilitate student success at GCC. In the discussion that follows, student success is defined as the timely completion of a student's program of study so that the student can join the workforce or transfer to a 4-year institution, such as the University of Guam. These two projects are described in richer detail below:

### **Project #1: Middle College**

A brief history about the Middle College concept is significant at this point. The concept for Middle College was developed in 1974 under the joint auspices of the New York City Board of Education and LaGuardia Community College of the City University of New York. Due to the success of its pilot, the program spread to other parts of the country soon thereafter. As of this writing, there are now over 200 middle colleges across the U.S. joined under the umbrella of the New York-based Middle College National Consortium.

At the regional level, Middle College programs have been implemented successfully at these ACCJC institutions in California:

- Contra Costa College; San Pablo, CA;
- Cañada College, Redwood City, CA
- Grossmont Middle College High School, San Diego, CA
- San Jose City College (ACCEL)
- Evergreen Valley College, San Jose, CA
- Middle College at West Valley College, Saratoga, CA
- DeAnza Middle College, Cupertino, CA
- Foothill College, Los Altos Hills, CA
- Middle College High School at San Joaquin Delta College, Stockton, CA
- Academy of the Canyons, Santa Clarita, CA
- The High School at Moorpark College, CA
- Mission Middle College, Santa Clara, CA
- Los Angeles Harbor Teacher's Prep Academy, Wilmington, CA
- Santa Ana Middle College, Santa Ana, CA
- John F. Kennedy Middle College, Norco, CA

As conceptualized, the Middle College initiative seeks to fulfill the following goals:

- Systematically integrate the students' academic, career and social secondary and postsecondary experiences
- Blend the curriculum as a coherent entity, with high school and college-level work melded into a unified academic program that meets the requirements for a high school diploma, and potentially, a career technology certificate, and/or associate degree
- Provide students the opportunity to earn college credits toward a degree to transfer to a four-year institution

Most importantly, the student-centered focus of the Middle College is anchored on these specific objectives below:

- ensuring that students have solid foundation for life as a college student
- providing students the support services needed to be successful in high school and college courses
- exposing students to career opportunities and courses not available at typical high schools
- helping students adequately prepare themselves for a career in their chosen field of study
- underscoring the idea that college can serve all students.

The concept of a Middle College is not new to GCC, as this idea was first proposed in 1999 during the tenure of the previous college president. This was an idea that never

gained ground however since it did not emerge out of discussions “from the ground up”, so to speak. The idea of student success was not even a key component when it was first initially proposed to the campus community. There was no attempt to secure the support of the community, nor industry during its short-lived discussion on campus during the late 1990s and early 2000s. The conversation about Middle College this time, under the current president, emerged out of the TLA academies and the numerous T-zone conversations that have been held since a year ago. As envisioned, the GCC Middle College will allow selected cohort of students to complete a high school diploma and an Associate degree at the same time.

Because the improvement of the student experience of GCC remains the core of all ideas to promote student success, two ongoing specific strategies that have contributed to the emerging Middle College concept. These are the (1) **CLYMER** program, which stands for Classroom Learning Yields Math and English Readiness, which is essentially a placement testing waiver for entering college freshmen who have maintained good grades in English and Math while in high school, and (2) **Chalani365** (Chalani is Pathway in Chamorro, the indigenous language in Guam), which is a year-round registration process so that every GCC student can register for three (3) terms at one time. As conceptualized out of T-zone meetings, these strategies for student success were primarily intended to facilitate student completion of their chosen programs of study, either through placement testing waiver, or registering for classes that allows for a timely completion of a given program.

The Middle College concept is intended to bring all these three (3) integral components together: a) the existing GCC-developed dual credit program already in place in Guam high schools, inclusive of public, private, and homeschool environments; b) the secondary to postsecondary articulation agreements that exist between the Guam Department of Education (GDOE) high schools and GCC; and c) the existing Adult High School program at the GCC campus. With the impending military buildup that will see the movement of military troops from Okinawa, Japan to Guam, the need for skilled workers for construction and other career and technical occupations remain critically significant. The establishment of a Middle College at GCC is therefore favorably important for Guam’s workforce because of the H2B issue that has become a persistent problem for the island in the last two years.

#### *The H-2B issue and its impact on Guam’s workforce*

The following news item is excerpted from an issue of the Marianas Variety (one of Guam’s daily newspapers) on September 11, 2016 and provides the broader context for the pressing community need for a Middle College to be established at GCC:

*Without a change in the U.S. Citizenship and Immigration Services, 99.9 percent denial rate for temporary H-2B visas, Guam could end up with a skeleton pool of skilled foreign construction workers by the end of this year, local Labor Department statistics show.*

*The number of skilled workers on island on H-2B visas could drop to less than 100 by the end of the year, from 1,689 at the start of the fiscal year last October, if the rate of denials continues, said Greg S. Massey, administrator of the Alien Labor Processing and Certification Division for the Guam Department of Labor.*

*Former Governor Felix Camacho said the mass rejection of H-2B visas is “extremely detrimental to Guam’s economy.” History shows that Guam cannot do away with H-2B visas as the island does not have a sustainable labor force, and the tyranny of distance from the U.S. mainland makes it difficult to attract enough U.S. workers from the mainland, Camacho said.*

At the time of writing this ISER, this problem has not been resolved, despite the change in administration – from President Obama to President Trump --in January 2017. It has now become a strong rallying point for the current governor, Eddie Baza Calvo and Guam’s representative in Congress, Madeleine Bordallo, advocating for a critical shift in federal policies regarding foreign labor, particularly for small island communities, such as Guam. There is however no clear indication that such shift will occur in the near future.

Given this broad context, the following table provides detailed information that will transform this proposed GCC Middle College from concept to reality in order to address the pressing community need for career and technical education graduates for the island of Guam. Through this alternative secondary program initiative, students have the opportunity to obtain a rigorous high school education while concurrently earning college credits. In sum, the GCC Middle College is an innovative pathway to college and career readiness that integrates high school, college, and career training on a community college campus. This will markedly shorten the distance between high school graduation and the attainment of a college credential, such as a Certificate or Associate degree.

**Table 1: GCC Middle College: From Concept to Reality**

<u>Broad Objective</u>	<u>Specific Tasks</u>	<u>Responsible Office or Individual</u>	<u>Proposed Timeline</u>	<u>Additional Comments</u>
To sensitize the Guam community-at-large with the Middle College concept	Seek support from the Governor through meetings with Czar for Education and other cabinet level officials	President	Fall semester 2017 through Spring 2018	
	Establish initial collaborative talks with the Superintendent of the Guam Department of Education	President Vice President for Academic Affairs Deans	Fall semester 2017 through Spring 2018	
	Seek community	President	Fall	

	support through meetings with Guam Chamber of Commerce, elected officials (e.g., mayors), selected industry executives (e.g. Docomo, GTA Teleguam, etc.) as well as non-profit groups (e.g. Westcare, Sanctuary, etc.)	Vice President for Academic Affairs Deans	semester 2017 through Spring 2018	
To secure buy-in of the Middle College concept from the 34 <sup>th</sup> Guam Legislature for future budget and funding purposes	Meet with individual senators to provide broad context for the plan to establish a GCC Middle College; include Middle College concept in budget testimony in June 2017 so that senators are informed a year in advance	President	June through December 2017	
To provide <i>Facts and Figures</i> about Middle Colleges in the US to all college stakeholders, potential partners and island citizens	Schedule an interview with a local TV station to disseminate the GCC plan to establish a Middle College in the near future, as well as to provide factual information about existing Middle Colleges in the U.S. mainland.	President	June 2017	Completed, and other interview segments to be scheduled throughout the year in other forums and platforms
To develop the framework of a GCC Middle College using seven (7) key components, as follows:		President's Management Team, to include 2 VPs, 2 Deans, 2 Assistant Directors, HR Administrator, PIO,	Fall 2017 through Spring 2018	
(1) Curriculum & Program Development		VPAA, Deans		
(2) Funding		President, VP Finance		

		&Administration		
(3) Room Utilization		Deans		
(4) Faculty		VPAA, Deans		
(5) Student Recruitment and Selection		Assistant Directors - -Admissions & Registration, Communications & Promotion		
Develop and finalize Memorandum of Understanding (MOUs) with K-12, non-profit organizations and industry partners		President, VPAA		
Implement the Middle College pilot at GCC with a first cohort of students entering Grade 9		VPAA, Deans	Fall 2018 through Spring 2019	
Evaluate the first year pilot experience and make improvements, as deemed necessary.		Assistant Director, Assessment, Institutional Effectiveness and Research (AIER); Institutional Researcher (IR)	End of Spring 2019	
Create Grade 10 and add another cohort of students to enter Grade 9		VPAA, Deans, in collaboration with Department Chairs	Fall 2019 through Spring 2020	
Create Grade 11, maintain Grade 10 and add another cohort of students to		VPAA, Deans, in collaboration with Department Chairs	Fall 2020 through Spring 2021	



enter Grade 9				
Create Grade 12, maintain Grades 11 & 10 and add another cohort of students to enter Grade 9		VPAA, Deans, in collaboration with Department Chairs	Fall 2021 through Spring 2022	
Celebrate the graduation of the first cohort of GCC Middle College students		Logistics and arrangements via the offices of the Registrar and the VPAA	Spring 2022/ May or June 2022	
Do annual evaluations of the GCC Middle College (in 2019, 2020, 2021, 2022) via surveys and focus groups to monitor the achievement of the goals of the GCC Middle College		Assistant Director, Assessment, Institutional Effectiveness and Research (AIER); Institutional Researcher (IR)	Spring 2019, Spring 2020, Spring 2021, Spring 2022	
Report Middle College enrollment and other relevant information to the Guam Legislature during annual budget hearings		President		
Implement annual improvements to the GCC Middle College based on stakeholders' input		President, VPAA		

**Project # 2: Year Round Education (YRE) at GCC**

In the newly-negotiated Agreement between the GCC Board of Trustees and the GCC Faculty Union, the negotiating panel agreed to include the following verbiage under Article XXV with this title: Year-Round Education (YRE)

*The Board and the Local agree to convene as allowed for in Article XXVI- Sole Agreement at a mutually agreed upon date (members to be determined by Chief Negotiators) to consider the feasibility of and/or process for implementing Year-Round Education(YRE) that will include Fall, Spring and Summer to address student completion of their chosen educational pathway. (page 103)*

The table below suggests a timeline for implementation over a five-year period (AY2018-2023) with specific tasks for individuals who will be responsible to carry out those assignments:

**Table 2. Suggested Timeline for YRE Implementation**

<u>Broad Objective</u>	<u>Specific Tasks</u>	<u>Responsible Office or Individual</u>	<u>Proposed Timeline</u>	<u>Additional Comments</u>
To convene a meeting with the two Chief Negotiators regarding this provision of the new Agreement	Discuss a plan of action that will open up the dialogue necessary between management and faculty leaders	Vice President for Academic Affairs, GCC Faculty Union President	Spring 2018 (April or May)	
Create a YRE taskforce with six (6) members from Administration and the Faculty Union (3 each) to address the YRE provision in the new Agreement	Produce a workable plan of action agreed upon by both parties, including a proposed timeline for implementation	Vice President for Academic Affairs, GCC Faculty Union President	Fall 2018 (August or September)	
To conduct a series of small group discussion meetings across campus to hold informational	Solicit faculty input regarding this initiative through “Lunch and Learn” meetings organized by the VPAA and the Faculty Senate	Six (6) members of the YRE Task Force	Fall 2018 (November)	

meetings about YRE and gauge campus perceptions regarding this initiative				
	Solicit staff input regarding this initiative through “Lunch and Learn” meetings organized by the VPAA and the Staff Senate	Six (6) members of the YRE Task Force	Spring 2019 (March or April)	
	Solicit student input regarding this initiative through “Lunch and Learn” meetings organized by the VPAA in collaboration with the Center for Student Involvement (CSI) and the Council of Postsecondary Students Association (COPSA)	Six (6) members of the YRE Task Force	Fall 2019 (September or October)	
To consolidate all input from GCC stakeholders – faculty, staff, students – and develop a report on the pros and cons of YRE at GCC for dissemination campus wide	Discuss how YRE will impact workload of faculty, as nine (9) month employees, inclusive of hiring, room utilization and other relevant factors	Six (6) members of the YRE Task Force	Spring to Fall 2020	
	Discuss the impact of YRE on staff and administrator workload	President’s Management Team	Spring 2020	
To develop strategies that will increase student completion	Work with Department Chairs and Registrar so that program matrices are created for all academic programs	VPAA, Deans	Fall 2019 through Fall 2020	

rates as a result of YRE	detailing the timeline for courses to be taken in Summer, Fall, and Spring			
	Publish these program matrices in the college catalog as a guide for all students enrolled in specific programs	Registrar, VPAA	Fall 2020	
To develop, recommend and implement hiring policies that impact faculty workload as a result of YRE, as necessary and appropriate		Administrator, Human Resources	Fall 2020 through Fall 2022	
To evaluate the process of implementing the YRE provision in the new Agreement on an annual basis		Six (6) members of the YRE Task Force		
Collect semestral and annual data to show evidence of progress on student completion rates as a result of YRE, for inclusion in the GCC Annual Fact Book		Assistant Director and Institutional Researcher, Assessment, Institutional Effectiveness & Research (AIER)	End of Fall 2020, end of Spring 2021, end of Fall 2021, end of Spring 2022 through end of Spring 2023	

It is hoped that these two proposed projects, focusing on the quality of the GCC student experience, will increase student completion rates through the years, as well as make the college experience most satisfying for all of our students at Guam Community College.

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## DIRECTORY OF EVIDENCE

### STANDARD 1

E-1	GCC BOT Policy 100 - Mission Statement
E-2	GCC Fact Book Vol. 10 (2015-2016)
E-3	GCC ISMP 2014-2020
E-4	15th Annual Institutional Assessment Report (AIAR) AY2014-2015
E-5	GCC 2014-2015 Assessment Handbook
E-6	GCC 2014-2015 Annual Report
E-7	GCC Website Mission Homepage ( <a href="http://www.guamcc.edu/Runtime/missionstmt.aspx">http://www.guamcc.edu/Runtime/missionstmt.aspx</a> )
E-8	GCC Final BOT-Local 6476 AFT/AFL-CIO Faculty Agreement <a href="http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf">http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf</a>
E-9	GCC BOT Policy 306
E-10	GCC College Catalog 2016-2017
E-11	GCC Student Handbook 2016-2017
E-12	GCC Distance Education Policy 340
E-13	GCC 2012-2013 Annual Report
E-14	Graduate Employment Report for Class of 2014
E-15	GCC President State of the College Address, Fall 2014
E-16	Participatory Governance Structure Handbook 2014-2015
E-17	Annual Curriculum Review Cycle Schedule
E-18	<a href="http://catalog.guamcc.edu/content.php?catoid=12&amp;navoid=1476">http://catalog.guamcc.edu/content.php?catoid=12&amp;navoid=1476</a> <a href="http://catalog.guamcc.edu/content.php?catoid=12&amp;navoid=1476">http://catalog.guamcc.edu/content.php?catoid=12&amp;navoid=1476</a>
E-19	<a href="http://catalog.guamcc.edu/content.php?catoid=4&amp;navoid=748">http://catalog.guamcc.edu/content.php?catoid=4&amp;navoid=748</a> <a href="http://catalog.guamcc.edu/content.php?catoid=4&amp;navoid=748">http://catalog.guamcc.edu/content.php?catoid=4&amp;navoid=748</a>
E-20	BOT Policy 500 - Student Handbook Policies
E-21	<a href="http://www.guamcc.edu/Pages/Default.aspx">http://www.guamcc.edu/Pages/Default.aspx</a> <a href="http://www.guamcc.edu/Pages/Default.aspx">http://www.guamcc.edu/Pages/Default.aspx</a>
E-22	BOT Policy 470 - Guam Community College Code of Ethics
E-23	BOT Meeting Minutes 4/8/2016
E-24	<a href="http://www.guamcc.edu/Runtime/CSI-NSO.aspx">http://www.guamcc.edu/Runtime/CSI-NSO.aspx</a> <a href="http://www.guamcc.edu/Runtime/CSI-NSO.aspx">http://www.guamcc.edu/Runtime/CSI-NSO.aspx</a>
E-25	<a href="http://www.guamcc.edu/Runtime/GCCbookstore.aspx">http://www.guamcc.edu/Runtime/GCCbookstore.aspx</a> <a href="http://www.guamcc.edu/Runtime/GCCbookstore.aspx">http://www.guamcc.edu/Runtime/GCCbookstore.aspx</a>
E-26	Five Year Distance Education Strategic Plan 2015-2020
E-27	GCC SLO Handbook 2014-2015

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E-28 GCC Comprehensive Institutional Assessment Plan

**STANDARD II**

1. 2016-2017 College Catalog
2. 2014 Curriculum Manual
3. 2014 Curriculum Manual
4. 2014 Curriculum Manual
5. Board Union Contract
6. Board Policy 335
7. Associate of Science in Human Services Approval
8. KUAM News Marine & Terrestrial Conservation Enforcement Concentration
9. Interview, Peter Roberto, Chairperson, Social Sciences and Criminal Justice Department
10. Syllabi Checklist
11. Fact Book Volume 10
12. 2016-2017 College Catalog
13. Workforce Advisory Committees Handbook
14. Board Union Contract
15. 2014 Curriculum Manual
16. 2014 Curriculum Manual
17. Continuing Education, Level of Care, course adoption
18. Transformational Change Process Presentation
19. Adjunct Associate Dean, Strategies for Teaching and Learning
20. 15<sup>th</sup> Annual Assessment Report
21. 2014 Curriculum Manual
22. Workforce Advisory Committee
23. Keep Your Guard Up (KYGU) program
24. IDEA Student Ratings of Instruction
25. IDEA Student Ratings of Instruction
26. Board Union Agreement
27. 15th Annual Assessment Report
28. Board Union Contract
29. Syllabi Checklist
30. 2014 Curriculum Manual
31. 2016-2017 Catalog
32. Syllabi checklist
33. EN 100W, Fundamentals of English Writing

34. [2016-2017 Catalog](#)
35. [Syllabi checklist](#)
36. [2014 Curriculum Manual](#)
37. [E-mail Anthony Roberto, Assessment and Counseling Department Chair](#)
38. [10<sup>th</sup> Annual Fact Book](#)
39. [2008 General Education Impact Study](#)
40. [2016-2107 Catalog](#)
41. [Academic Vice President Saga Report, Volume 5](#)
42. [Project Aim Application Form](#)
43. [Tutoring, College Webpage](#)
44. [School of College and Career Readiness](#)
45. [CASAS Testing](#)
46. [2014 Curriculum Manual](#)
47. [Board Policy 306](#)
48. [2014 Curriculum Manual](#)
49. [2012 Institutional Self Evaluation Report](#)
50. [2014 Curriculum Manual](#)
51. [Postsecondary \(IPEDS\) Data Center](#)
52. [2016-2017 College Catalog](#)
53. [Board Policy 350](#)
54. [2016-2017 College Catalog](#)
55. [EN 100W](#)
56. [2016-2017 College Catalog](#)
57. [Student Learning Outcomes Handbook](#)
58. [Board Policy 345](#)
59. [Office of Continuing Education](#)
60. [Board Policy 320](#)
61. [2016-2017 College Catalog](#)
62. [2016-2017 College Catalog](#)
63. [2016-2017 College Catalog](#)
64. [2016-2017 College Catalog](#)
65. [2014 Curriculum Manual](#)
66. [Student learning Outcomes and Mapping Booklet](#)
67. [2016-2017 College Catalog](#)
68. [2016-2017 College Catalog](#)
69. [2016-2017 College Catalog](#)
70. [2016-2017 College Catalog](#)
71. [2014 Curriculum Manual](#)
72. [2016-2017 Curriculum Manual](#)
73. [Workforce Advisory Committee Handbook](#)



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74. 2014 Curriculum Manual
  75. 2014 Curriculum Manual
  76. 2014 Curriculum Manual
  77. Pass Rate NCLEX-PN
  78. Graduate Employment Report
  79. GCC Fact Book 2015-2016
  80. Board Union Agreement  
<http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf>
  81. Board Union Agreement
  82. Pre-Nursing Certificate Program
  83. Board Union Contract
  84. Saga Report 6, Academic Vice President
  85. Board Union Agreement
  86. Board Policy
  87. 15<sup>th</sup> Annual Assessment Report
  88. GCC Library Webpage
  89. College Catalog
  90. 2014 Curriculum Manual
  91. LRC Assessment Report
  92. GCC – UOG Memorandum of Understanding
  93. 2016-2017 College Catalog
  94. 2015-2016 Student Handbook
  95. 2016 Fact Book
  96. Assessment and Counseling Assessment Report
  97. 2016-2017 College Catalog
  98. Project Aim Assessment Report
  99. Office of Accommodative Services
  100. Student Mid-term Progress Report Form
  101. Co-Curricular Athletics
  102. 2015-2016 College Catalog
  103. Tony Roberto, Memo Regarding Testing
  104. Nursing Cycle Admission Testing Selection Process
  105. Tony Roberto, Memo Regarding Testing
  106. Fact Book Volume 10
  107. Practical Nursing Brochure
  108. 2015-2016 College Catalog

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