

Institutional Self-Study Report AY2007-2008

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Institutional Self Evaluation (AY2007-2008)

Executive Summary

This self-study summary report covers Academic Year 2007-2008, and outlines the accomplishments, challenges and continuous improvement efforts that the College has undergone to meet or exceed all of the ACCJC four Standards. GCC's self-study process integrates a standards-based approach corresponding with a thematic analysis. It thereby incorporates ACCJC's four standards, which are Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance with the identified six themes, which are dialogue, student-learning outcomes, institutional commitment, evaluation, planning and improvement, organization and institutional integrity. This process provides a holistic overview in the assessment of the degree to which institutional evidence demonstrates compliance to the standards.

GCC's Self-Study strategy utilizes existing groups and committees, processes and structures within the Faculty Senate as the mechanism to incorporate assessment findings, dialog and continuous improvement into the institutional strategic plan. The College reviews yearly increments of time and report findings in ways that are useful for planning purposes. This is a radical departure from the past practice of creating a structure solely for the purpose of addressing the ACCJC-required self-study as a major task once every five or six years.

Overall findings of this academic year's self-study process indicate that the College continues to invest and enhance its efforts in meeting or exceeding all of the ACCJC Standards. The Self-Study Committee's findings on each of the four standards incorporating the thematic criteria of dialogue revealed the College's continuous commitment towards exploring innovative ways to increase and strengthen dialogue throughout the campus community. Evidence of this commitment was found during the self-evaluation process that revealed the growing development of structures and processes that support institutional dialogue and shared governance that are reflected in Standard 1, Institutional Mission and Effectiveness, and Standard 4, Leadership and Governance. As indicated in the previous self-study reports, the College continues to place emphasis in addressing student learning outcomes by integrating information literacy into the general education requirements and investing more funds to expand facilities and adding more open computer labs to assist in tutoring programs. The self-study finds that course guides and program documents continues to be rewritten to include SLOs.

One of the major findings of the AY 2007-2008 self-study further reveals that the College continues to make significant improvements in addressing and enhancing Student learning Outcomes (SLOs). The information literacy SLOs for General Education and Liberal Arts continues to be integrated into the curriculum. Official course documents representing the general education requirements continues to be cited in the general education student learning outcomes and are supported by the curriculum. In addition, the curriculum review process now includes all current curriculum guides and work towards establishing SLOs in the course guidelines and catalog are being performed. These findings

are reflected on Standard 2, Student-Learning Programs and Services. Again, as indicated in the previous self-study report there is room for improvement and the challenges that come forth to consistently be in line with and fully meet the ACCJC SLO standard will be continuous.

The College continues to improve on addressing institutional commitment by providing high quality education that links to its institutional mission. The committees report an existing infrastructure for systematic institutional planning and an assessment process for achieving and evaluating the effectiveness of stated goals. The self-study also found evidence that the College is in compliance with the thematic criteria of assessment, evaluation, and planning. Additionally, the self-study also finds that the College continues to develop effective assessment practices and policies and is actively engaged in assessment on a broad institutional basis. These findings are reflected in Standard 3, Resources, of the self-study.

Lastly, the self-study finds that the College continues to meet or exceed the organization and institutional integrity thematic criteria. The Committees' analysis and recommendations reflect the College's commitment to foster organizational structures and processes that provide inclusive, informed, and intentional efforts that foster student learning. The College continues to uphold its institutional integrity to the highest level possible by demonstrating good faith efforts in communicating in a truthful manner with all its constituents. Internal and external reviews, audits, and the comprehensive institutional assessment process provide for an environment of institutional transparency and inclusiveness from all areas at the institution. Evidence of these findings is reflected in Standard 3, Resources, and Standard 4 leadership and Governance, of the self-study.

Guam Community College Annual Self-Study AY2007-2008

1. Self-Study Process

As part of GCC's continuous improvement effort to conduct a comprehensive self-study process on the ACCJC accreditation standards, four committees are formed to conduct the self-study on each of the four standards. Each committee is assigned a standard and each is responsible for submitting a self-study report of the findings of their assigned standard. In addition to the Standards Committees, a Steering Committee (consisting of committee chairpersons from each Standards Committee and the ALO) is tasked to oversee the Self-Study process.

The Self-Study Committee utilizes a template or worksheet to conduct the Self-Study process. The template/worksheet incorporates ACCJC's four major Standards and is used as guidelines for the Self-Study. This process provides a holistic approach in assessing the degree to which the institution demonstrates compliance with the standards. To begin the Self-Study process, each Self-Study Committee receives a self-study report from the previous academic year to serve as reference in the preparation for the next self-study cycle.

The establishment of planned meetings of the four Standard Committees and the Steering Committee fosters a continuous and inclusive institutional dialogue on the Self-study process. Committee members meet monthly to work on drafts and use email and electronic files to document their work and their exchange of ideas. Drafts of the Self-Study worksheets are submitted to the Steering Committee Chairpersons, and are also shared in both electronic and hard copy among the Steering Committee members. Results and recommendations from each of the Self-Study Standards Committee will be incorporated into GCC's new and revised Institution's Strategic Master Plan (ISMP) for action and implementation.

2. Self-Study Standard Committees and Membership

Self Study Steering Committee

- **Membership:** Chairpersons of each Standard Committee

Chairperson: *Dr. Ray Somera*

Members: *Rebecca Aguon*
Lani Gamble
Frank Tung
Norman Aguilar

Self-Study Coordinator:.....*Joe Benavente*

Standard I Committee, Institutional Mission and Effectiveness

Chairperson: *Norman Aguilar*
Members: *Matt Keith*
Rosemary Loveridge
Evangeline Aguon

Standard II Committee, Student-learning Programs and Services

Chairperson: *Lani Gamble*
Members: *Priscilla Johns*
John Limtiaco
Heesuk Lee

Standard III Committee, Resources

Chairperson: *Frank Tung*
Members: *Johanna Camacho*
Colleen Reilly
Dorothy-Lou Manglona

Standard IV Committee, Leadership and Governance

Chairperson: *Rebecca Aguon*
Pilar Pangelinan
Barbara Bouchard-Miller

Note: Membership of each self-study standards committee is based on a voluntary process.

Timeline: AY07-08 Self-Study

August 2007

Steering Committee Meeting
Committee Assignments for academic year 2006-2007

Committee Training
Committee Organization and Meeting Schedule
Committee Review Standards and Themes

September 2007

Committees meet weekly
Committees Compile Data onto Self-Study matrices

October 2007*

DUE: Submit the first draft **ACCJC Matrix – Standard ____ AY05-06**
to the Steering Committee Chair (matrices)

DUE: Final draft **ACCJC Matrix – Standard ____ AY05-06**

November, 2007

DUE: **Self-Study Preliminary Findings by Standards AY05-06 Submitted to self-study coordinator to prepare narrative report**
(Prepared by Steering Committee Chair)

December 2007

Final draft of self-study 05-06 report due to the ALO
Submit draft report to self-study members for input
Submit draft report to Faculty Senate for input

January 2008

Submission of AY2005-2006 Self-Study Report to the BOT for approval

February – March 2012

Submission to ACCJC of Self-Study for Academic Years 2006 – 2012

Next Self-Study Cycle: AY 2008-2009

August 2008

Steering Committee Meeting & Committee Assignments for Academic Years
2007 – 2008

Committee Training; Committee Organization and Meeting Schedule;
Committee Review Standards and Themes

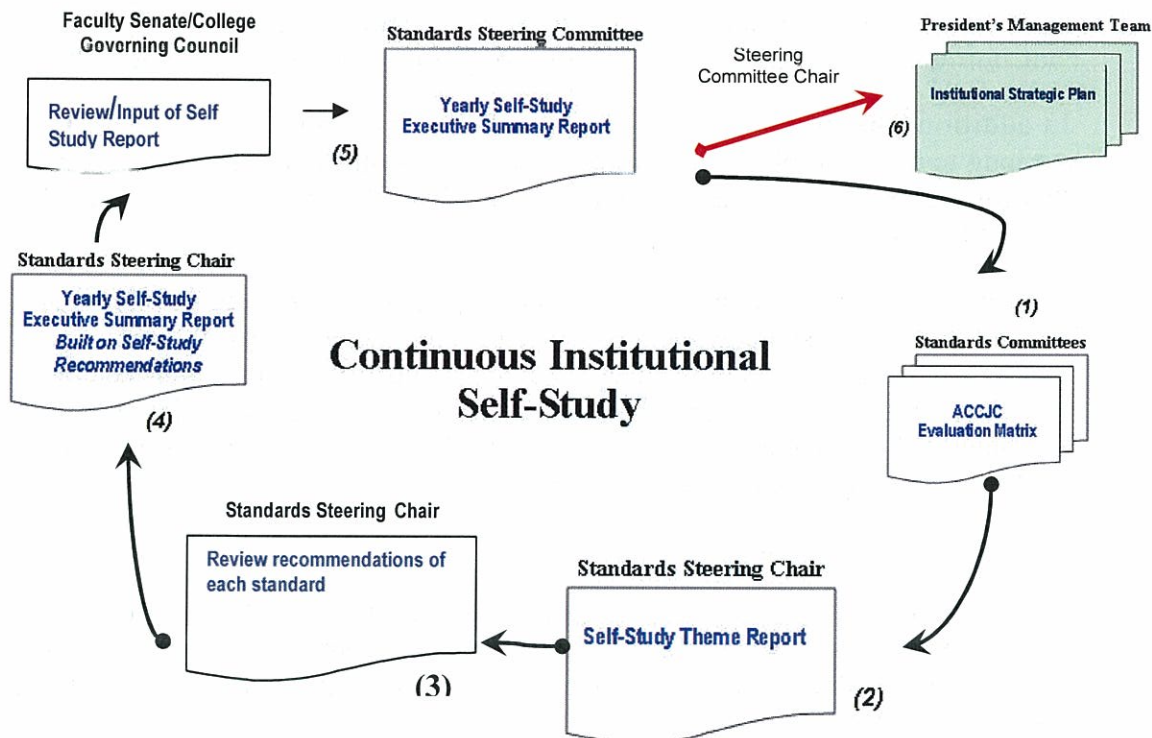
*The last working day
of each October will be
the due date for the
yearly Self Study
Report for that current
Academic Year

- September 2008
Committees meet weekly; Committees Compile Data onto Self-Study matrices
Filename: **ACCJC Matrix – Standard ____ AY07-08**
- October 2008*
DUE: Final draft **ACCJC Matrix – Standard ____ AY06-07** (matrices)

3. Planning Agenda

It is important to Guam Community College that its Self-Study Process is continuous and cyclical in its self-assessment, dialogue, and efforts for continuous improvement. The process has evolved into the College's *Continuous Self-Study for Strategic Planning*, which calls for an annual institutional Self-Study for the previous academic year. Recommendations from the Self-Study are captured in the *Institutional Strategic Master Plan*, which must be acted upon in the next yearly cycle of strategic planning. This is the vehicle for institutional improvement based on the annual Self-Study analysis and recommendations for improvements in programs and services in reference to Standards.

The *Continuous Self-Study for Strategic Planning* process essentially closes the assessment, evaluation, and planning loop. In the view of the College, the new *Continuous Self-Study for Strategic Planning* brings the institution closer to the intent of the new ACCJC Standards. The College continues to demonstrate the ability to develop institutional plans and implement activity related to those plans. The plans ultimately guide the process of improved student-learning and general improvements across the institution.



4. Self-Evaluation By Standards

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I Overview: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission: The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Guam Community College Mission Statement:

"Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and vocational training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, vocational-technical, technological, academic, and continuing education, reflective of our community and industry needs."

In addition, the institution's Vision Statement was utilized to define the College's near and long term action plans and guided the development of an Institutional Strategic Master Plan for the execution of initiatives developed from the Mission Statement. The College's Vision Statement is:

"Guam Community College will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career, and technical training needs of the economy. It will be Guam's premier career and technical and finest secondary and post-secondary basic educational institution servicing the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large."

Standard I A. Descriptive Summary

The *raison d'être* of Guam Community College provides the foundation for student-learning programs and services. The mission statement also describes the College as a multifaceted public vocational institution by producing skilled workforce for the Micronesian region.

The institution is responsive to the diverse needs of its ever-changing student population. The College's investment in developing an electronic web-based portal system that is capable of having students register for courses online, submit assignments

electronically, or get student advisement online is fully implemented. The College's new information system for students called Banner, from SunGard was launched in June, 2007 to enhance alignment of student programs and data. The Computer-Adaptive Placement Assessment and Support System otherwise known as COMPASS was adopted during the Fall of 2005 and implemented in AY 2006 to place students into English and mathematics courses. Developed by ACT, the software package helps place students into appropriate course levels.

Student support services such as the Title IV TRIO Grant (Project AIM), provides academic support and educational services for students who are low-income and or first-generation college students. Student needs in terms of student learning programs and services are identified through a variety of means, both formal and informal. These include, but are not limited to: instructional advisory committees, student satisfaction surveys, student organizations, program review, and community input.

The self-study reveals that the Office of Accommodative Services continues to provide individuals with disability communicative, developmental, learning, psychological, physical, visual, and/or hearing disabilities the opportunity to acquire the necessary knowledge and skills for increased self-actualization and independence. GCC also continues to seek grants that will fund up-to-date learning materials and equipment to provide its disabled student population the best services possible to help them succeed.

The College published its first Fact Book (Volume I) in Fall 2007 that included student profiles. Enrollment data showed that there was a 2.2% increase in enrollment from, 1768 to 1806 students, from Fall 2006 to Fall 2007. The data was taken from the Integrated Postsecondary Educational Data System (IPEDS), National Institute for Administrative Systems (NIA), and Board of Trustees Reports.

Data from Operational Data Store (ODS) software and the newly implemented Banner program indicated that of the 1806 enrolled, 59% of the student population were women. There were 1056 females and 744 males, of which 6 students were not accounted for. The Fall 2007 Fact Book further revealed that there were nineteen ethnicities among the student body reflecting GCC's student diversity. According to the Fact Book, Chamorros accounted for 44% of the student population, Filipinos were second with 31%, and Chuukese students represented 8% of the population.

During the Fall 2007, postsecondary student enrollment according the College Fact Book reveals that there were 880 in associate degree programs, 234 in certificate programs, and 654 in "other programs" that includes Journey workers, Adult High School, undeclared students. Specific details can be found in Part IV of The Guam Community College 8th Annual Institutional Assessment Report for AY 2007-2008.

Standard I A: Self-Evaluation

Overall findings of the self-study indicate the College meets or exceeds all of the ACCJC requirements for Institutional Mission and Effectiveness. The Office of Assessment and

Institutional Effectiveness (AIE) utilize TracDat to document and measure program and institutional effectiveness. GCC adopted the SunGuard Higher Education System Campus System that was implemented in AY2007-2008. This module facilitated online registration, financial aid, and human resources evaluation.

The Board of Trustees had re-examined and adopted the Mission Statement every year since its approval in AY 2005. The mission statement is published online and printed in the College's catalog. Posters of the vision and mission statement are displayed throughout the campus at areas visible to the College community.

The Board of Trustees (BOT), Policy 100 requires the Board to review the Mission Statement towards the end of January each year. The statement was last reviewed by the Board on January, 2008. In addition, the mission statement is inserted in the member's meeting packets for every board meeting. With the implementation of the College Governing Council (CGC) and the Faculty Senate governance structure the College community will also have the opportunity to review the existing Mission Statement in AY 2009.

The two-year program assessment cycle tied to the TracDat system assures continuous evaluation and improvement of SLOs. Program advisory committees provide inputs that are relevant with occupational skills requirements in various industries. Deans and Associate Deans regularly perform classroom observations to ensure student learning outcome requirements are being delivered and carried out consistently.

The 2nd Effectiveness Survey Report of the Faculty Senate provide the structure in which the College community can join and members of a committee to provide analysis of the institution's progress and effectiveness. In addition, all reports and volumes of the Annual Institutional Assessment Reports are published online in the GCC website and/or are available in print upon request. Constituent input of the reports can be made at various venues such as through the Faculty Senate via their committees. The Office of Assessment and Institutional Effectiveness as well as the Institutional Researcher continues to prepare reports that provide ample evidence of on-going planning, research, and review of college-wide programs. Surveys are regularly conducted assessing programs and effectiveness. The 7th and 8th AIE report included various analyses of reports supporting the status of instructional programs and student services.

Standard IA. Planning Agenda

The Standard I Committee finds that the results of self-study reveal that the College is in compliance and adequately meets the standards of Standard I and finds that no further recommendation is needed to meet or exceed the standard.

STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes

changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning,

Standard IB. Descriptive Summary

The College's stated performance indicators to attain its goals and objectives as reflected in its new Institutional Strategic Master Plan (ISMP) are four-fold:

- **Pioneering:** Coordination of the development of an employer needs assessment focused on training and educational services; development of a program to partner with private workforce training providers.
- **Educational Excellence:** Maintain accreditation and enhance student enrichment programs; link program effectiveness, institutional effectiveness and resource allocation to student learning outcomes.
- **Community Interaction:** Development of a marketing plan; increase enrollment and improve student retention at GCC.
- **Dedicated Planning:** Creation of a dedicated planning taskforce; utilization of a two-year assessment planning cycle.

The institution maintains an on-going reflective dialogue about the continuous improvement of student learning and institutional processes. An example of assessment based on analyses of both quantitative and qualitative data is the *Faces of the Future* survey that profiles of the College student. The third survey report on GCC students' socio-demographic profile and current college experience was administered from October 25, 2007 to November 16, 2007. Prior to the third survey report, the first comprehensive survey was conducted in Fall 2002 and the second in Fall 2005. While earlier reports focused solely on students that were taking courses for credit, this latest report includes information about non-credit students. This survey was to account for and generate good quality profile of students who are enrolled in the College's Continuing Education programs.

They survey results generated the following student profile and concerns:

- Students are first generation college students.
- They tend to be older with multiple roles and responsibilities
- Most students are employed. Most of them on a full-time basis while non-credit students tended to be employed part-time.
- Identified an area of concern common to credit and non-credit students were the availability of courses during times that are convenient to them, user friendly registration, and sense of safety while on campus.

In an ongoing dialogue about student learning and institutional processes, the survey identified top five areas that they felt contributed to their growth:

- Learning skills needed specifically for their current or future job.

- Increasing academic competence.
- Identifying the training/skills required for career opportunities that fit their interest/abilities, and
- Enriching their intellectual life.

Most students also agreed most with the following statements in the survey:

- Instructors treat students in my racial/ethnic group with respect.
- That they would recommend this college to friends and relatives.
- That the instructors/administrators treat students in their gender with respect.
- Their academic experiences have been positive and that the College has a good reputation in the community.

This survey revealed that GCC student's satisfaction with the college is that 50.7% of GCC credit students are satisfied with their experience at the college followed by those who were neutral (23.8%), those who were very satisfied (23.2%), those who were dissatisfied (2.0%), and those who were very dissatisfied (.3%).

In compliance with Board Policy 306 and in keeping with the two-year assessment cycle, an assessment study of the Board of Trustees was conducted in March 2008. The third board assessment study was conducted by the Office of Assessment and Institutional Effectiveness. The purpose of the study was to gauge the effectiveness of board functioning from the perspective of board members as well as board meeting participants (i.e. Deans, Assistant Directors, and General Administrators).

There were seven variables identified as strengths of the Board. They are:

- The Board establishes annual goals for the president and uses them as a basis for systematic evaluation.
- The Board specifies its expectations for presidential performance in writing.
- Board members treat each other with courtesy.
- Members of the Board are always conscious that their demeanor is part of the college's public image.
- The Board is actively involved in the long-term planning process of the college.
- The Board focuses on making policy and leaves the implementation to the president, and
- Board members respect the power of the chair to speak for the board as a whole. The assessment study aims to improve board functioning and promote accountability.

The results of the assessment provided an opportunity for the board to evaluate their work and to afford a mechanism for monitoring any potential problems that may require their attention.

Standard IB. Self-Evaluation

Collective evidence that the College's planning process is broad-based, offering input by appropriate constituencies, and allocates necessary resources leading to improvement of institutional effectiveness can be found in the Eighth Annual Institutional Assessment

Report. This report addresses the four major recommendations contained in the 2006 ACCJC Evaluation Report related to General Education (Gen. Ed.) Assessment, governance processes, integration of Student Learning Outcomes (SLOs) in program and course documents, and the Board of Trustees' (BOT) leadership in the development of the college. This report contains an update of the progress made in achieving a unified digital campus, assessing the College's Gen. Ed. policy and incorporating student learning outcomes (SLOs) into the curriculum. The report also contains a synthesis of the 2007- 2008 institutional assessment reports produced by the Office of Assessment and Institutional Effectiveness (AIE) including the *GCC Foundation's Second Assessment Report*, the *Third Board of Trustees' Assessment Report*, the *Faces of the Future Third Survey Report on GCC Students*, the *Third Consolidated Administrator's Assessment Report*, the *Gen. Ed. Impact Study Report*, and the *Second Effectiveness Survey Report of the GCC Faculty Senate*. Additionally, a synthesis of the Gen. Ed. Committee's SLO Study is included in this report.

The Eighth Annual Institutional Assessment Report is divided into ten major sections:

- Part I, "Updates to the 7th AIAR" provides information about the status of the MyGCC Project which was reported in last year's institutional assessment report. Also included is information on administrator changes that occurred during the year and a request for a *Position Classification, Compensation and Benefits Study* related to the salary study mentioned in last year's report. Additionally, acknowledgement is given to students, staff, faculty, and administrators who brought institutional recognition to the college.
- Part II, "Implementing Recommendations from Last Year's Report" provides information on the progress of the recommendations made in the 7th AIAR.
- Part III, "Addressing Accreditors' Concern with General Education (Gen. Ed.)" provides a synthesis of the Gen. Ed. Impact Study conducted by the Office of Assessment and Institutional Effectiveness (AIE) and the Gen. Ed. Committee's Student Learning Outcomes (SLO) Study.
- Part IV, "Institutional Data" provides information taken from the GCC Fact Book including Fall 2007 post secondary enrollment by gender, ethnicity, and program. It also provides information about program completers for AY 2007-2008. A discussion of the changes in enrollment data from Volume I and Volume II is included. Part V, "AY 2007-2008 Institution-Wide Assessment Activities" includes an SLO update as well as an overview of the steps taken by the college to ensure that SLOs are incorporated into the curriculum. A discussion of the *Rubric for Evaluating Institutional Effectiveness* and the *Student Climate Survey* is included. Also included is a description of a new assessment initiative at the College, the Academic Vice President's Small Assessment Grant Award (AVP Saga).
- Part VI, "TracDat Data Patterns: Measures of Assessment and Institutional Effectiveness" provides information about the compliance rate at the divisional level as reported in the College's assessment software (TracDat); patterns in articulating assessment outcomes; assessment methodologies for SLOs; patterns of means of assessment in administrative units and student services; implementation of assessment results for associate degree, certificate and secondary programs; implementation of assessment results for student services and administrative units;

patterns of use of assessment results for program improvement; and patterns of curriculum revision activities.

- Part VII, “Institutional Strategic Master Plan (ISMP)” contains a brief description of the College’s request for proposal for the ISMP and GCC’s involvement in the anticipated military buildup and workforce development.
- Part VIII, “Guam Community College’s Governance System” includes the results of the *Second Effectiveness Survey Report of the GCC Faculty Senate* and a discussion of shared governance in relation to accreditation standards.
- Part IX, “AY 2007-2008 Institutional Assessment Reports” provides a brief description of four of six institutional assessment reports prepared by AIE last academic year. Reports include the *GCC Foundation Board’s Second Assessment Report*, the *Third Board of Trustees’ Assessment Report*, the *Faces of the Future Third Survey Report on GCC Students*, and the *Third Consolidated Administrators’ Assessment Report*. The other two reports, the *Gen. Ed. Impact Study Report* and the *Second Effectiveness Survey Report of the GCC Faculty Senate* are described in other sections.
- Part X, “Recommendations” provides a matrix of recommendations and responsibilities for the next academic year.

Guam Community College has also earned notice of the community for its good fiscal responsibility. During the June 18, 2008 episode of KUAM News, it was reported that GCC is “making strides as a low-risk auditee.” Specifically, the report indicated that “the community college qualified as a low-risk auditee as the Office of the Public Auditor did not find any questioned costs or unresolved prior year audit findings.” On June 19, 2008, the *Marianas Variety* reported that “The Guam Community College, for the seventh year in a row, has qualified as a low-risk auditee by the Office of the Public Auditor.”

Standard I A. Planning Agenda

The Standard I Committee finds that the results of self-study reveal that the College is in compliance and adequately meets the standards of Standard IB and finds that no further recommendation is needed to meet or exceed the standard.

STANDARD II: STUDENT-LEARNING PROGRAMS AND SERVICES

Standard II Overview: The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

- A. Instructional Programs: All institutional programs have been evaluated to ensure high quality instruction that culminates in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. All instructional programs now have Student Learning Outcomes (SLO) to warrant the student's ability to meet the program requirements. There is ongoing training and systematic assessment of these SLOs in order to assure currency, improve teaching and learning strategies, and achieve stated student-learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II: Descriptive Summary

Regardless of the location or means of delivery, all programs and courses offered by Guam Community College have gone through a rigorous curriculum process to ensure that they meet various requirements, including the mission of the institution. Additionally, many academic and vocational programs and courses undergo departmental-required program reviews on a two year cycle.

All programs and courses offered by GCC fit the institution's mission and address local educational and business needs. Where programs and courses are concerned, the College continues to rely on faculty expertise and on advisory committee input to identify and adopt new and/or revised approaches to offerings. It is through these means that the College assesses the currency, the teaching and learning strategies, and the student learning outcomes of its programs and courses.

During spring 2008, the Curriculum Committee revised the curriculum manual and is made available online under MyGCC Work Life tab. The curriculum manual describes in detail the curricular processes. Specifically under the heading: "Signatories for Curriculum and Roles and Responsibilities. Page 6 of the manual indicates that the President's role is to review the curricular form from an institutional mission and goals perspective. Furthermore, as part of the College's assessment process, each program and course student learning outcome is required to relate to the institution level goal in TracDat.

Standard II: Self-Evaluation

Guam Community College is diligent in reviewing programs and courses to ensure their compliance with appropriate standards and guidelines. Through a regular review process, the College is assured that its programs and courses are of high quality and appropriate to an institution of higher learning. The College uses curriculum templates that clearly define the standard according to program and course requirements as stipulated in the curriculum manual. All courses have to go through a review process, established by the Curriculum Committee, up to the President for final approval via the Academic Vice President.

The Seventh Annual Institutional Assessment Report (AIAR) showed concerns regarding assessment of the General Education (GE) SLOs. A major recommendation was to expand beyond the GE core courses to include courses that are part of degree programs. The GE committee designed an encompassing assessment plan of GE SLOs in all degree programs at GCC. The college has undertaken the process of developing the SLOs for courses, programs, and the institution.

In our research there was no 2007-2008 catalog, either in print or online due to the implementation of the Live BANNER enrollment process. However the self-study finds that the college has SLOs available in the 2008 student college catalog which is printed and found online. The study also finds that the college continues to review its courses listed in the catalog and links course SLOs to the program SLOs. The standardized course syllabus includes the appropriate SLOs. The SLOs can be found within the programs, courses, online catalog which is available to the students, community and the public.

The study finds that the institution continues to rely on faculty expertise and the assistance of advisory committees that meets a minimum of twice per school year, to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The study further finds that the guidelines for the advisory committees are outdated and should be made current to address the advisory committees' recommendations.

Information about educational courses, programs and services, and transfer credits are clearly stated in the college catalog. All programs and curricula define the criteria for program and course completion. Many programs utilize industry standard examination that is current to assess student learning outcomes.

GCC continues to represent itself clearly and accurately through its published public documents and through its website. These documents encompass the mission of the College and are accurate. All policies are reviewed and approved by the Board of Trustees and Management in conjunction with the Faculty Senate and student government organizations.

The Faculty Senate has newly formed an Ethics Committee. Through the hard work of the committee, the Guam Community College Code of Ethics Policy 470 was adopted on

March 6, 2008, through Resolution 6-2008, and is available on-line under MyGCC. In reference to ethics, GCC establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. The Student Handbook clearly explains the policy, procedures, and consequences for student academic dishonesty. The Student Handbook was updated February 2007 and is available online under www.guamcc.edu , (Becoming a Student), under the Student Services link.

The study finds that the College continues to provide adequate support services that are essential in producing quality student graduates, enrollment into higher learning institution, completion of industry standard programs and membership in prestigious organizations such as Phi Theta Kappa and the International Honor Society of Two-Year College. All services are assessed on a two-year cycle to keep current in meeting student needs.

The self-study reveals that GCC continues to be in compliance in providing constituents with precise, accurate, and current information regarding its mission, course offerings, programs, services, and financial information. Major policies affecting students are covered in the Student Handbook and course catalog. Various policies regarding the College may be found in the personnel rules and regulations, Faculty Union Contract, course catalog, Student Handbook and the College's website.

The study further reveals that the College continues to research and identify the learning support needs of its student population and provides appropriate services and programs to address those needs. GCC has locally and federally funded programs and services that support the learning needs of its students. As part of its student programs and services, GCC provides funds to hire part-time tutors for Math and English for students needing help in those areas. The study finds that there is a need to be timely in the distribution of paperwork to faculty that explains the accommodative needs of students who have self-identified as persons with a disability needing an accommodation. Notwithstanding the findings that are minor in nature, GCC has a physical master plan that is ADA compliant to serve the needs of its students with disabilities.

GCC designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Student support services and programs include TRIO, Project AIM, and the Center for Student Involvement. The Center for Student Involvement is actively participating in various programs such as Skills USA, COPSA, and all the student organizations. The College's student support programs have a system in place to assess and determine the effectiveness of its program on a two-year cycle.

The study reveals that GCC is in compliance of maintaining student records permanently, securely, and confidentially, with provision for secure backup of all files. All student records are maintained and secured by the Registrars' office in both hard copy and electronic files using SunGard Higher Education (HE) Banner, GCC's student database system. SunGard HE Banner has been in place since August 2007. The software and confidentiality are protected in accordance with the Family Educational Rights and Privacy Act policy (FERPA). FERPA guidelines are strictly adhered to when releasing student

information.

In the previous self-study, one of the major findings reveals that the College needs to adequately fund the library for new books and reference materials. Based on the findings, the library only had funds to obtain five hundred new books of which many were acquired by donations. Also, many periodical subscriptions had to be discontinued due to insufficient funding. The findings further reveal that the library has insufficient volumes in its collection and books are not replaced as often as peer institutions' upgrade their collection of books and reference materials. The GCC Library received insufficient funds to purchase the needed volumes in 2007-2008. As much as GCC's continuous effort and significant progress in addressing the issues of the library, the 2007-2008 self-study finds that the library still needs much attention in order to enhance and maintain its efficiency.

Despite the challenges GCC face to find funding to address the library's needs, the College purchased a new Web based software system that is now linked up to the "Digital Campus System" that keeps up with current technology. This will allow students to have increased access to the latest library system technology. Students are able to access EBSCO Data Base online from www.guamcc.sirsiidynix.net

Notwithstanding these self-study findings, the library continues to assess its services and programs in an effort to better serve and meet the needs of students.

Standard II: Planning Agenda

1. Not all departments met the minimum for advisory committee meetings. Department Chairs should monitor and ensure that advisory committees meet the established number of required meetings. (AAD, AY06-07, Std2, A4)
2. GCC needs to evaluate articulation agreements periodically to ensure they are appropriate to the College's mission. (AAD, AY06-07, Std2, A6.a)
3. Library needs a minimum of one staff FTE to accommodate the needs of the library and the students. The library needs this in order to maintain current hours. (AAD, AY06-07, Std2, Cl.c)
4. Additional funds need to be included in the budget to replace older library materials and to bring the collection up to a greater number of volumes. (AAD, AY06-07, Std2, Cl.a)

STANDARD III: RESOURCES

Standard III Overview: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student-learning outcomes, and to improve effectiveness.

A. Human Resources

The institution employs qualified personnel to support student-learning programs and

services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary

The study finds that GCC's Human Resources Office (HRO) continues to ensure that all job applicants meet the minimum education and experience requirements pertinent to the position. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated on all job vacancy announcements. Top candidates for position openings go through an interview panel where the panel determines the strengths and weaknesses of the candidates. The panel discusses the strengths and weaknesses of each candidate with the appropriate administrator and a recommendation for selection is forwarded to the President who makes the final selection.

Self-Evaluation

GCC 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. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for both faculty and staff. The College's Human Resources Office works closely with the Faculty Job Specs Committee in the selection and hiring of new faculty members. Both faculty and staff applicants for position openings go through an interview panel for the job interview and the panel makes recommendation for the selection of personnel.

Quality of personnel is assured by requiring a prescribed evaluation process administered at regular intervals in order to assess personnel effectiveness and encourage improvement, and by upholding ethical standards of all personnel. The Faculty Job Specs Committee is charged with reviewing faculty performance using faculty evaluation instruments such as classroom observation guidelines, Individual Faculty Plan (IFP), and job specifications. Staff performance evaluation is based on job specifications and performance of duties, and responsibilities. All actions taken following performance evaluations are formal, timely, and documented.

The study finds that the College continues to maintain a sufficient number of qualified faculty to carry out the mission of the institution. Based on an interview with the Human Resources Office, the total number of faculty is 168 consisting of 103 full time faculties and 65 adjunct faculties. The percentage of adjunct faculty to the total faculty is 38.69 (65/168). Although approximately 18% of classes being taught are adjunct classes, the percentage of adjunct classes is not problematic as far as having a sufficient number of instructors to teach the classes. This is due to the significant number of fulltime faculty also teaching as long-term adjuncts at the institution and having the experience and qualification to teach the additional adjunct classes. GCC also maintains a sufficient number of staff and administrators to provide the necessary administrative services to support the mission and purpose of the College.

GCC systematically develops policies and procedures that are reviewed and approved by the Board. Such policies and procedures are equitably and consistently administered. The College's personnel rules and procedures are available for information and can be reviewed through the Human Resources Office. The institution also establishes and adheres to written policies ensuring fairness in all employment procedures. GCC ensures that its EEO representatives have regular training to ensure that they are up-to-date with EEO policies. The self-study finds that the College is in compliance with employment procedures pursuant to ACCJC's standards.

The study finds that the College continues to assure the security and confidentiality of personnel records. All hard copy personnel records are locked in a secured file room

and are maintained by the Human Resources Office. Employees have immediate access to their personnel file upon request through Human Resource Office. Employee electronic security information (i.e. Banner) is accessible only by HR, Payroll and the Vice President for Business & Finance. Only the Human Resource Administrator and Vice President for Business & Finance have authorization to grant access to HR confidential information on Banner. Government Employee Information (i.e. staffing pattern) is public information and must be posted on the Agency website. This is mandated by the Budget Laws (FY2009 and prior)

In further evaluating the College's security measures in regards to confidentiality and security of personnel records, the study finds that access to the college's databases in the Banner or Integrated Database Management (IDMS) is only allowed with a user ID and password. Only authorized users can access portions of the database. A security policy has been established wherein users must request access with approval from their supervisor, and from one of the four (4) functional areas of Banner or Core Team Leaders; Student, Finance, Financial Aid, and Human Resources. Once approved, the user is created and a temporary password is issued by MIS. GCC's policy further outlines that passwords be "strong" for added security; 6 characters minimum with at least one letter, one number and one special character. Furthermore, passwords must be changed every six (6) months.

GCC demonstrates through policies and practices the understanding of and concern for issues regarding equity and diversity. GCC assesses its employment record on equity and diversity on a regular basis and submits its report to governing agencies such as the Guam Department of Labor. The college conducts EEO training for all its employees on an annual basis covering EEO policies and procedures during new employee training, faculty orientation, sexual harassment training, and supervisor training, etc. The study finds that new faculty orientation was conducted on October 8, 2007 with 9 attendees. New Employee Orientation (staff) was conducted on March 17, 2008 with 15 attendees. In addition, two sexual harassment training sessions were conducted on October 8, 2007 and March 18, 2008 with 140 and 50 attendees respectively.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. GCC's Center for Student Involvement serves as an advisory unit for all student organization and clubs that represents various programs and ethnic groups. The College also has an employee association and a wellness program to better serve the needs of students and staff. However, the wellness program needs to be revisited to find ways to increase activities and attract more participation throughout the college community.

The College demonstrates integrity in the treatment of its administration, faculty, staff, and students. GCC has a grievance procedure in place where employees can file complaints against unfair treatment. The College encourages employees to use this process to address any issues or concern that they may deem inappropriate.

All personnel of the College are provided appropriate opportunities for continued professional development that is consistent with the institutional mission and based on identified teaching and learning needs. In spite of the limited professional

development funds, GCC conducts bi-annual professional development days for its faculty members. In addition, various training and workshops such as EEO, Sexual Harassment, and Drug and Alcohol Abuse are conducted on an annual basis for all employees. Departments sponsoring workshops are required to issue out a survey to participants to rate the effectiveness of the workshop and get feedback for improvement. The survey instrument is a form of gathering evidence to gauge the workshop's effectiveness and is reported in the department's or program's assessment report documented in TracDat.

The effective use of human resources is systemically assessed for continuous improvement. HRO utilizes the College's comprehensive assessment process to evaluate the utilization of human resources.

Human Resources Planning Agenda

1. Advertise and hire full-time faculty and create a pool of qualified faculty candidates to quickly fill much needed faculty vacancies. (BFD-HRO, AY06-07, Std3, A2)

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student-learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary

Guam Community College's facilities, equipment, land and other assets are located in the central part of the island in the village of Mangilao. The campus is situated on approximately twenty-three acres of land and houses 20 buildings that provide facility space for 62 classrooms, administrative offices, multi-purpose auditorium, technology center, bookstore, and vocational/technical shops. Within a one-mile radius, the College campus is surrounded by other educational institutions such as the University of Guam, George Washington High School, and Price Elementary School. To the east of the campus within the same geographical location, GCC also owns approximately 312 acres of land that can be used for future expansion of the College.

Self-Evaluation

The study finds that GCC's Environmental Health and Safety Administrator works with all departments of the College on addressing health and safety issues. The Environmental Health and Safety Office continues to conduct regularly scheduled and unscheduled inspections (inclusive of the President's annual inspections of the college campus and the satellite schools) to ensure compliance of OSHA standards. In addition, any safety related findings from the inspection of the campus conducted by Guam Environmental Agency, Guam Fire Department, and Department of Public Health & Social Services are tracked to ensure corrective actions of deficiencies are completed. Furthermore, safety training is conducted to GCC faculty, staff, and students each semester and construction projects on the college campus and satellite schools are monitored periodically to ensure OSHA

compliance. In-house inspection findings regarding ADA, health and safety issues are compiled, prioritized, and routed to the respective departments for corrective action.

The College plans, builds, maintains, and upgrades its physical resources to assure their effective utilization. The Administrative Services Division has a system in place to evaluate facilities and equipment on a regular basis that take into consideration utilization, depreciation, and other relevant data into account. The Resource and Budget Committee (RBC) of the Faculty Senate periodically assesses physical resources and assures the necessary quality is provided to support programs and services. Long-range capital improvement plans are reviewed by the RBC and incorporated into the Institutional Strategic Master Plan. The College maintains its commitment to improve facilities as evident by the construction of the Allied Health Building.

Planning Agenda

1. Strengthen the dialogue between faculty, staff, and administration to get input on the feasibility and effectiveness of physical resources in supporting the College's programs and services. (FAC-SEN, AY06-07, Std3, B2)
2. Continue assessment of funding from Compact-Impact Agreement. Also, consider the GCC Foundation as a resource in planning long-range capital improvement projects. (FAC-SEN, AY06-07, Std3, B2.a)
3. GCC should continue to refine its practices and improve its effectiveness in operating under limited financial resources. (BFD, AY06-07, Std3, B2.b)

C. Technology Resources

Technology resources are used to support student-learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary

Guam Community College is committed to using technology effectively to support its mission and reach its goals. The College has recognized the need to develop a formal technology plan to provide structure and direction for the inclusion and successful utilization of educational and administrative technologies. The GCC Technology Plan represents a collaborative effort by board officials, administrators, college educators, students and community members. It is a living document that will be incorporated into the Institutional Strategic Master Plan (ISMP), and designed to be updated as necessary to reflect current developments in educational technology.

Self-Evaluation

The Technology Advisory Committee (TAC) assures that all technology support is designed and geared towards meeting the needs of teaching, learning, college-wide

communications, research, and operational system. The finds that the TAC updated the technology master plan and circulated to the campus community for feedback in the early part of March 2009. The technology plan has been designed to augment the mission and vision of the College as set forth by the Board of Trustees. Its ultimate goal is to enhance education that articulates instructional goals that promote integration on technologies into regular classroom activities and in the employees' work environment. The Banner Project also supplements the technology support provisions.

All technology related issues are now referred to the TAC committee under the Faculty Senate. The TAC committee takes the leadership in developing plans to acquire, maintain, upgrade, or replace technology infrastructure and equipment to meet institutional needs.

The Banner Project Training continues for staff and faculty on GCC's new integrated web-based system. With the new web-based system, all students are provided with their own personal email accounts and access to the portal system where they can register for courses online. Banner Implementation Project completed in December 2008.

Planning Agenda

1. GCC's TAC should periodically assess and evaluate technology related issues that may impact the effectiveness of the College's operation. (FAC-SEN, AY06-07, Std3, C1.a)
2. Re evaluate the feasibility of the 3-year replacement cycle to upgrade or replace technology infrastructure and equipment to meet institutional needs. (FAC-SEN, AY06- 07, Std3, C1.c)

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources support the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary

The study finds that GCC provides appropriate financial information throughout the institution via oral, written, and electronic means of communication. The College adheres to mandated public reporting requirements and provides monthly financial reports to the Guam Legislature. It also provides appropriate responses to all financial inquiries and continues to implement appropriate measures as needed to address critical financial situations.

The College continues to take appropriate steps to plan for the unpredictability of its funding sources to ensure that institutional priorities are addressed. Exploring ways and avenues to improve programs and services to meet student needs remain to be a

continuous process for GCC. In light of this reality, the President continues to work in concert with the College Governing Council and Faculty Senate to ensure effective leadership in the operational process, which involves planning, organizing, budgeting, and the selection and development of personnel.

Self-Evaluation

GCC relies on its mission and goals in its financial planning. The Faculty Senate Resource and Budget Committee are included in the institution's financial planning and budget development and the Board of Trustees fully supports and approves the College's budgeting process. The new integrated web-based portal system now connects student records with financial records adding a new dimension to accessing financial data for financial and budget planning.

The self-study revealed that GCC continues to fall short of its revenue projection. In the past year the self-study revealed that GCC has not met its revenue projection. This is due to the economic downturn in the Asian Region, which directly impacted Guam's major source of economic activity, the tourism industry. As a result, GCC's government appropriation to the College is sometimes delayed or falls short of its scheduled releases of funds, forcing the College to implement some type of austerity measures such as restricting spending, limiting hiring, and cutting professional development training in order to meet its financial obligations. With all the financial challenges, GCC continues to work on stabilizing its financial picture.

In light of Guam's volatile economic situation, GCC continues to implement appropriate measures as needed to meet critical financial situations. Notwithstanding the critical financial situation that GCC is faced with, the College utilizes all of its financial resources based on sound financial judgment and integrity guided by the institution's mission and goals. Contract formats are in line with the College's mission.

The institution's financial management process is assessed and evaluated on a yearly basis. GCC continues to maintain its excellent audit rating.

Planning Agenda

1. GCC should continue to work aggressively at stabilizing the College's financial picture. (BFD, AY06-07, Std3, D1.c) And develop contingency plans to address financial uncertainties when they arise. (BFD, AY06-07, Std3, D1.b)
2. Continue with the assessment of budget processes in order to practice effective financial oversight. (BFD, AY06-07, Std3, D2.d)

Standard IV: LEADERSHIP AND GOVERNANCE

Standard IV Overview: The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Descriptive Summary

The Governance process at GCC underwent an evolutionary shift. The roles that Faculty played in the process were changing. In the Governance process, the College was at the beginning of what could evolve into a system that is proactive and representative of all constituencies of the College. In the College's on-going efforts to strengthen input in its planning and decision-making process, it has continued to stress dialogue among its constituents.

The Faculty Senate (FS) was still refining its structure and processes. It had ongoing discussion and approval of its operating procedures and mission statement. It also adopted five goals that the group wanted to achieve during this academic year. In its attempt to become more transparent with the College community and the public, the FS adopted an email address and uploaded committee bylaws, minutes, and agendas to the FS website.

GCC's Board of Trustees (BOT) continues its efforts to become better prepared in administering its duties by attending conferences, retreats, and training. The BOT made great strides in updating policies that were severely outdated. They approved several handbooks, manuals, and procedures to ensure clarity and performance. Other Board actions included the approval of the "Enrichment Student Category" (for students not vying for a degree or certificate), Guam Community College's Code of Ethics Policy and several institutional goals geared towards strengthening the institutional assessment process.

The College continues to maintain its rating as a low-risk auditee with no questioned costs or unresolved prior audit findings. Audit results also find that the College continues to work within its budget and is considered a role model for Government of Guam agencies. The hiring of a Certified Public Accountant as Vice President of Finance is a great asset to the College having in-house expertise to actively manage its budget and expenses and maintaining the College's reputation as a low-risk auditee.

The new president worked in concert with the College Governing Council and the Faculty Senate to ensure effective leadership in the operational process of the college that involved planning, organizing, budgeting and the selection and development of personnel. She made inroads early in her tenure to share her goals with Faculty at the Convocation and with students at the Prime Time meetings. The President has a Management Team comprised of various administrators who keeps her apprised of situations and relies on them to assist and guide her in her new role of ensuring the College is operating within its

prescribed mission and keeping the momentum on the continuous effort to enhance institutional effectiveness.

Self -Evaluation

Because of the College's efforts to become a digital campus, MyGCC continued its technological advancement in delivering services. However, because of an unstable network system, MyGCC crashed, causing major disruption to services campus wide. The solution to this crisis was delayed due to the ineffective dynamics of the decision making process at the time. Later the system was improved, and the processing of payroll, making online payments, and a host of other services were made possible.

Within the Faculty Senate structures, staff and student participation were limited to certain committees. However, confusion arose as to whether student membership was, in fact, allowed. The Resource and Budget Committee had faculty, staff, and student participation, but the self-study committees were lacking student participation. GCC continued its yearly self-study as part of the accreditation process. Although student participation was lacking, it is planned for the two years prior to the next major review.

The role that faculty had in developing or recommending policies, planning, and budget went beyond the Faculty Senate and its committees. Faculty could participate in these endeavors at three different levels namely the department level, individual level, and committee level. At times however these roles were blurred at the different level. Although faculty could make recommendations, issues such as budgetary constraints were beyond their control.

The Faculty Senate distributed a survey during one of the Professional Development days to evaluate its effectiveness, but there was uncertainty as to whether this was an effective method of collecting data. Concerns also existed regarding the disparity in faculty participation in committee work and compliance issues with the FS reporting requirements. Additional concerns existed among committee members regarding the length of membership in a committee. The FS published its first newspaper in the fall of 2007 to inform constituents internally about intra-committee and inter-committee issues. However, a sizeable amount of information is outdated and inaccurate.

Through the efforts of the Academic Vice President and the AIE Office, student learning outcomes were in the beginning stages of being emphasized in course documents and the college catalog. In this infant stage, the study finds that the student catalog (hard copy and online) had not published student learning outcomes for each program course or General Education courses as will be mandated by ACCJC. Furthermore, the College had not mapped expected instructional support and student support learning outcomes to all courses and other experiences either (i.e. co-curricular, service learning, etc.).

The College Governing Council felt the need to establish/or create a form as a tracking mechanism for all documents forwarded to the President. The FS approved the reporting structure for the Self Study Committees. The FS discussed the need to have the Faculty Job Specifications Committee clarify the role of staff in College Governance. Other actions of the College Governing Council included the initiative of exploring funding sources for the construction of the new Allied Health Center.

The President's Performance Report was tied to her goals. While she gave updates on the college, her progress report, which was part of her evaluation, was only discussed in Executive Session and was not privy to the public. Despite the lack of transparency to the college community the Board of Trustees (BOT) adopted the President's First Year Annual Performance report.

To facilitate planning, a consultant was hired to help identify the framework for the short and long term goals for each of the strategic objectives for the Institutional Strategic Master Plan. The BOT also approved a grant to become an OSHA Training Institute Education Center. Other BOT actions included the approval of the "Enrichment Student Category" for students who do not wish to earn a degree or certification but who do wish to improve on their skills and knowledge on their area of study.

The College continues its rating as a low-risk auditee with no questioned costs or unresolved prior audit findings. It continues to work within its budget and is considered a role model for other Government of Guam agencies to follow. However, the College continues to struggle financially due to a reduced annual budget by the Guam Legislature and non receipt of its full appropriation from the Department of Administration. With the hiring of a Certified Public Accountant as Vice President of Finance, it will assist the College tremendously in actively managing its budget and expenses and maintained its reputation as a low-risk auditee.

The BOT includes reports from faculty and staff in addition to the student report as part of its regular agenda. To remind and encourage Board members of what the Board is to achieve in matters pertaining to GCC, a copy of the Mission Statement is always included in the monthly meeting packets. Although the BOT reexamines the mission statement on a yearly basis, no changes were made. The BOT discussed the Joint Boards and meeting with them.

At a Joint Boards Retreat held in Jan 2008, the BOT approved its goals for assessment to include Goal One: Member education; Goal Two: Board Assessment; and Goal Three: Review of Board Policies. The BOT also approved the following: 1) Adoption of Board of Trustees Membership Handbook, 2) Board of Trustees Standing Committees, and 3) Parliamentary Procedures at a Glance, based on Robert's Rules of Order. All were available on the website. Additionally, the BOT approved the Guam Community College's Code of Ethics Policy. Furthermore, the Board reviewed its policies at the committee level. The last time policies were reviewed was 14 years ago when the Board's Policy Manual was developed.

The BOT continues its efforts to become better prepared in administering its duties by attending conferences, retreats, and training. In keeping with the two-year assessment cycle, the BOT conducted its third assessment. The BOT approved using the Board Self Evaluation Questionnaire (BSEQ) and Governing Board Assessment Questionnaire (GBAQ) as part of its assessment goal, which is part of the accreditation process. They also prepared an activities and timelines matrix.

In response to Dr. Barbara Beno's concern over "shared governance," the Vice-President for Academic Affairs and the Union representative prepared a letter to address this issue. The contract negotiating team was scheduled to address this issue in the fall.

The new President completed her first year, and the BOT adopted the President's Annual Performance Report. She worked in concert with the College Governing Council and the Faculty Senate to ensure effective leadership in the operational process of the college that involved planning, organizing, budgeting and the selection and development of personnel. The President has a Management Team comprised of various administrators who kept her apprised of situations. She relied on them to assist and guide her in her new role. Some administrators changed roles this year, and a new Vice-President of Finance, who is a Certified Public Accountant, was hired.

The President made inroads early in her tenure to share her goals with Faculty at the Convocation and with students at the Prime Time meetings. The President set administrative directives related to solicitation and employee work hours, and she continued to implement policies that were communicated to stakeholders using MyGCC. Under the President's report to the BOT, she included a financial status update. Additionally, along with College Governing Council, she continued to seek financing for the new Allied Health Building.

In the fall of 2007, the President hosted "Prime Time with the President," a series of meetings with over 300 students in attendance. They were able to meet her in her new capacity and note concerns. She hosted a visit with Congresswoman Christensen, Chairwoman Subcommittee on Insular Affairs. She was the guest speaker at the 4th Conference on Business Opportunities in the islands as part of the military build up on island. As a result, she received a letter of appreciation from David Cohen, Asst. Deputy Secretary of the Interior. The letter also solidified the administration's support and commitment to the College.

Planning Agenda

1. To guide the College in its function, several plans must be completed to include the Institutional Master Plan, the IT Strategic Plan (ITSP), and the IT Enterprise Architecture (EA).
2. The Governance process must continue to evolve to include more active participation of staff and students. FS should create and refine a solid assessment plan for self-evaluation using multiple tools and sources of data.
3. The FS must address the committees' compliance issues regarding submitting committee goals, midterm reports, and annual closing reports by the stated deadlines. FS should continue its efforts in educating all faculty about the college's governance process, and a list of those members who are not in compliance should be forwarded to the deans and associate deans for consideration in their evaluation process. To address the concerns about equity of work, accountability, and evidence of performance by committees, the FS should develop strategies that promote commitment to the shared governance process.

4. The President must articulate her values, goals, and priorities to all stakeholders. Since the President's goals are tied to her evaluation, they should be easily accessed through the GCC website. After each annual performance evaluation, the President should publish how successful she was in achieving these goals.
5. The BOT needs to be more active in reviewing Board policies, participating in the accreditation process, attending retreats and workshops, and communicating with external groups.

5. Self-Evaluation by Theme

Theme: Dialogue

The College has put forth a lot of effort in strengthening and improving dialogue by creating the Faculty Senate. The newly created Faculty Senate replaced the old governing structure and has been in existence for only a year. The development of the Faculty Senate fosters a more formal organization for faculty, staff, and student participation in the institution's shared governance process and promotes a more collaborative environment between the faculty and the institution. The faculty senate structure also allows faculty and other stakeholders the opportunity to participate in important institutional decisions, such as mission statement development, facility improvements, and technology resource needs.

The self-study finds that the newly created Faculty Senate shared governance structure limits staff and student participation. The study also finds that this has been a long-standing issue not only on shared governance but in other planning and decision-making processes such as accreditation, financial planning and budgeting, and curriculum development. Although the College has made some significant improvements in strengthening and enhancing dialogue throughout the college community, the self-study indicates that there is room for continuous improvement. On a more auspicious note, the study finds that the establishment of the College Governing Council, whose members are comprised of faculty, administrators, and student representatives, validates the College's continuous improvement efforts in strengthening dialogue throughout the institution.

In addition to achievements made in improving dialogue, the President and her team have worked diligently to increase the exposure of the College to the community and other government entities. The President continues to hold town hall meetings each semester with students to gather their feedback and note their concerns. Furthermore, the newly created "MyGCC" on the College's new website has been launched to enhance communication with the college community, stakeholders, and the public. Hence, the College is committed to exploring innovative ways and raising the bar in increasing and strengthening dialogue amongst all its constituents and the community at large.

Theme: Student-learning Outcome

The maturation of the use of the TracDat for institutional and program assessment continues to be enhanced. Its results continues to provide the baseline for dialogue and

improvement at the institutional and program level. The two-year program assessment cycle tied to the TracDat software assures continuous evaluation and improvement of teaching and learning processes. Program advisory committees provide input to remain relevant with occupational requirements in the various industries. Many programs use industry standard examinations that are current to evaluate SLOs. Deans and Associate Deans continue to perform periodic classroom observations to ensure that SLOs are being applied in the delivery of programs and courses to the students. The 8th Annual Institution Assessment Report (AIAR) provides updates of various evaluations and reports outlining the status of instructional programs and student services that are in support of SLOs.

The Study finds that GCC uses program documents continues to include curricula, course syllabi, and surveys to assist in strengthening and reinforcing programs. The new program document requires SLOs for programs and new courses. Programs, curricula, and syllabi define the criteria for their completion and the program document outlines the credits to be earned. The Assessment and Institutional Effectiveness (AIE) through the Committee on College Assessment (CCA) continually stresses the importance of each department to conduct program reviews to update their curricular offerings and the process has been ongoing.

Based on the study, the College continues to make significant improvements in addressing and enhancing Student learning Outcome (SLO). The Banner Project Training continues for staff and faculty on GCC's new integrated web-based portal system. With the new web-based integrated system, all GCC students are provided their own personal email account and have access to the portal system where they can register for courses online and also receive student advisement online.

Theme: Institutional Commitments

The College has invested a considerable amount of its financial resources to pursue and implement the SunGard Higher Education web-based system to facilitate a unified digital campus to improve services to support its mission. The integrated web based portal system provides electronic services such as online registration, financial aid application, and self-services features such as retrieving data for reports. With the implementation of MyGCC, the College has become a unified digital campus. To maintain the consistency of the College's technology system, the Technology Advisory Committee (TAC) assures that all technology support is designed and geared towards meeting the needs of teaching, learning, college-wide communications, research, and operational systems. These support provisions are incorporated into the Technology Plan and is a part of the ISMP. The Banner Project also supplements the technology support provisions.

ACCJC's concern of the College not having an Institutional Researcher on its staffing pattern has been addressed. The College has hired an Institutional Researcher to perform research related functions and also to be the gatekeeper of institutional data. Part of the Institutional Researcher's duties and responsibilities is to set up a data warehousing system where all institutional data can be centrally stored and maintained and integrated

into the College's web based portal system. The Institutional Researcher continues to undertake other projects that are critical to the College's operation. These projects include: 1. Faculty and administrators salary study; 2. Ten-year perspective of GCC; 3. Addressing the accreditation team's concern on the General Education Report, and 4. Creating the GCC Fact Book.

In addition to the momentous improvement in technology, the study finds that GCC has made some considerable improvements towards improving and expanding programs and services. GCC continues to offer courses throughout Micronesia that conforms to its own campus requirements. Additionally, the College has both locally and federally funded programs and services that support the learning needs of its students. Service learning continues to be part of GCC's course offerings to give students exposure to the community. GCC continues to support student involvement in various vocational programs such as Skills USA, DECA, and PSTA. The College has also addressed the need to fund part-time tutors for Math and English to give students the opportunity to complete their program.

Notwithstanding the efforts invested in improving and expanding programs and services, the self-study finds that the library still requires attention as far as being provided adequate resources to be in a position to better serve the students. The study also finds that the library continues to have inadequate volumes of new books and periodical subscriptions due to the lack of funds. Although the library continues to experience the challenges of limited resources, students continue to make use of the facility.

Despite the challenges of working with limited financial resources, GCC was able to purchase a new Web based software system for the library that is now linked up to the "Digital Campus System" that keeps up with current technology. This will allow students to have increased access to the latest library system technology. Students are now able to access EBSCO Data Base online from www.guamcc.sirsidynix.net

The College continues to take the appropriate steps to plan for the unpredictability of its funding sources to ensure institutional priorities are addressed. Exploring ways and avenues to improve programs and services to meet student needs remain to be a continuous process for GCC. In light of this reality, the President continues to work in concert with the College Governing Council and the Faculty Senate to ensure effective leadership in the operational process, which involves planning, organizing, budgeting and the selection and development of personnel. In regards to this endeavor, the self-study highly recommends that other stakeholders such as staff and students be involved in the planning and decision-making process of the institution.

Theme: Evaluation, Planning and Improvement

The self-study finds that the Office of Assessment and Institutional Effectiveness (AIE) along with the Institutional Researcher continues to develop reports that provide ample evidence of on-going planning, research, and review of college-wide programs. Various surveys continue to be conducted to assess the effectiveness of programs and services and results incorporated into the TracDat program. The results of the surveys are continuously published in the Annual Institution Assessment Report (AIAR). The AIE Office continues to post annual institutional assessment reports on the GCC website for public information and interested stakeholders.

The self-study further finds that GCC evaluates its programs and services on a continuous basis. All programs and services are assessed on a two-year cycle. New courses undergo a rigorous review process involving the Author, Department Chair, Registrar, Dean, Academic Affairs Chair, Academic Vice President, and the President before they are approved. Departments sponsoring workshops are required to issue out surveys to participants to rate the effectiveness of the workshop and to get feedback for improvement. The library also conducts continuous assessment of its programs and services, which also includes skills information of students participating in bibliographic instruction programs to assess student learning.

The Resource and Budget Committee of the Faculty Senate assesses physical resources and assures the quality that is necessary to support programs and services. Long-range capital improvement plans are reviewed by the Resource and Budget Committee will be incorporated into the new ISMP. The College's Human Resources Office continues to appraise its human resource needs through the institutional assessment process. Human resource planning is also incorporated into the ISMP as a result of recommendations made from the previous self-study.

The Administrative Services Division has developed a system to evaluate facilities and equipment on a regular basis. The evaluation takes into consideration utilization, depreciation and other relevant data. GCC's Technology Advisory Committee evaluates plans to acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs. Based on the technology plan, replacement or upgrading of computers and software occur every 3-5 years using technology fees to support the need. The College's technology plan is also incorporated into the ISMP.

Lastly, the self-study finds that the Board of Trustees has been reviewing its policies on a regular basis and is keeping current with the environmental outlook of the college and the community. According to the study, there is ample evidence that Board policies and procedures are being evaluated on a regular basis. There is a mechanism in place to evaluate the Board's performance on a yearly basis. However, the study finds that no evaluation was conducted during the 2007-2008 academic year, nor the previous academic years.

Theme: Organization

GCC continues to strengthen its organizational structure by establishing the College Governing Council and the Faculty Senate. The study finds that members of the Board of Trustees have become more effective in administering their duties and responsibilities by attending conferences and scheduling more training retreats for themselves. In its efforts to improve its governing role for the College, the Board has adopted Board Policy 111, which adopts the Board's Membership Handbook, standing committees, and parliamentary procedures. The main purpose of the Board Membership Handbook is to define the precise authority, responsibilities and role of the governing body for the College and to provide a mechanism for maintaining an effective working relationship between the Board of Trustees and the President. In defining its roles and responsibilities, part of the Board's responsibilities is to address issues related to curriculum, land disputes, public access, and budgetary matters.

GCC continues to be in compliance in providing constituents with precise, accurate, and current information regarding its mission, course offerings, programs and services, and financial information. GCC provides adequate support services to enable students to enroll into higher learning institutions, complete industry standard programs, become members of prestigious clubs and organizations, or enlist in the military. The study also finds that the College maintains a sufficient number of staff and administrators to provide the necessary administrative services needed to support the mission and purpose of the college. GCC's Technology Advisory Committee continuously assesses the College's technology support system to ensure that equipment and technology related programs are up-to-date with today's rapidly changing technology world.

GCC's Center for Student Involvement serves as an advisory unit for all student organizations and clubs that represents various programs and ethnic groups. The College also has an Employees Association and a wellness program to better serve the needs of students and staff. Although there is a wellness program in place, the study finds that it needs to be revisited and updated to include new program activities to attract more participation.

Major policies affecting students are covered in the Student Handbook and the college catalog. Other policies concerning the institution as a whole can be found in the personnel rules and regulations, Faculty Union Contract and the Board of Trustees Policy Manual. All policies, reports, and volumes of the Annual Institutional Evaluation Report are published online in the GCC website (<http://www.guamcc.edu/assessment>) and are available to the public in hard copy form upon request.

The College conducts bi-annual professional development days for its faculty members. The Professional Development Review Committee (PDRC) is responsible for organizing professional development activities to meet the needs of personnel. However, the study finds that professional development funds continue to be limited due to

insufficient cash flow of the Government of Guam. There are other training programs and workshops that are continuously conducted on an annual basis for all employees. These training programs include EEO, sexual harassment, and drug and alcohol abuse.

GCC continues to implement appropriate measures as needed to meet critical financial situations. Critical shortage of cash flow is a government-wide problem, which involves the Bureau of Budget and Management Research (BBMR), the Department of Administration (DOA) and the Governor's Office.

Theme: Institutional Integrity

GCC continues to promote transparency throughout the college community, the public, and its stakeholders. The study finds that the President has delegated the Academic Vice President to work along with the College Governing Council and the Faculty Senate in establishing a collegial process that incorporates values, goals, and priorities that are in line with the mission statement and in support of student learning outcomes.

GCC establishes and publishes clear expectations regarding student academic honesty and consequences for dishonesty are explained in the student handbook. In addition, the new Faculty Senate has formed an Ethics Committee but the study finds that there is no ethics policy for faculty. The study also finds that the Code of Ethics policy adopted in 1994 has not been reviewed and updated by the Board of Trustees. In recognition of the finding, the new Committee on Ethics is working on a draft ethics policy to cover all employees of the College.

The College conducts EEO training to all its employees that covers EEO related matters such as policies and procedures. EEO representatives ensure that the College is in compliance with EEO requirements and related issues. GCC requires its EEO representatives to undergo continuous training to keep up-to-date with employment procedures and policies. GCC assesses its employment record on equity and diversity on a regular basis and provides employment report to governing agencies having oversight on employment related matters. The College also has a grievance procedure where employees can file complaints against unfair treatment through the grievance process.

The study finds that GCC has in place established criteria, qualifications, and procedures for selection of personnel, which are clearly and publicly disseminated widely. The College ensures that only qualified personnel with the appropriate education, training, and experience are being hired to carry out the integrity and quality of its programs and services. GCC continues to maintain its stringent hiring policy. The College utilizes an interview panel to assist in hiring qualified personnel to fill job vacancies. The interview panel includes an EEO representative to ensure EEO policies and procedures are followed. The Board of Trustees reviews and approves the selection criteria for president and evaluates the president's performance based on the goals and objectives he/she establishes and accomplished for the College.

The president ensures that the college administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff must be consistent with their level of knowledge and work experience and assigned job responsibilities must adequately fit their areas of responsibility.

GCC continues to provide appropriate financial information to stakeholders and the public and adheres to mandated public reporting requirements. It also provides appropriate responses to all financial inquiries and continues to implement appropriate measures as needed to address critical financial situations.

