ALO's general comment: Responses to the Team recommendations are not as vivid and rich as those responses to the AIPs, hence, they need more work. Need suggestions for improvement.

GUAM COMMUNITY COLLEGE

MIDTERM REPORT

Submitted by:

**GUAM COMMUNITY COLLEGE
SESAME STREET
MANGILAO, GUAM 96913**

Submitted to:

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

Date Submitted:

March 2015

NOTE: This document is a working draft!!!

Guam Community College
Midterm Report March 2015

TABLE OF CONTENTS

Response to Team Recommendations and the Commission Action Letter

Response to Self-Identified Improvement Plans (formerly Planning Agenda Items)

Summary of Actionable Improvement Plans

Directory of Evidence

Appendices:

Statement of Report Preparation

This midterm report addresses all the visiting Team's recommendations from the March 2012 Accreditation Site Visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report.

The Accreditation Standard Committees which is a committee under GCC's Faculty Senate along with the Accreditation Liaison Officer (ALO) and the office of Assessment Institutional Effectiveness and Research (AIER) staff were extensively involved in the development of the report. In addition, many faculty, staff, and administrators contributed to the report preparation by providing meaningful input and data needed to develop the report.

The report development preparation began in fall 2012 soon after the team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (standards 1. 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process, and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Mid-Term Report Strategic Plan was created to specify action steps on the report building process i.e., person(s) responsible for the specific action or task and the time frame the action/task must be completed.[1] The strategic plan included due dates of report drafts, comment periods on the draft report, Board of Trustees (BOT) approval of the report, and the established date of the report submission to ACCJC.

The midterm report was finalized in the fall 2014 semester and was sent to the BOT for their final review and approval in December __, 2014. The report was transmitted to ACCJC on January 2015.

Dr. Mary Okada, President

Guam Community College

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[1] Please refer to the Midterm Report Strategic Plan in Appendix A

Response to Team Recommendations

Team Recommendation 1: **In order to improve, the team recommends that the College develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness, in alignment with the assessment process that is in place for credit courses. (II.A.2)**

The College has *(integrated)* a process for systemically evaluating non-credit courses, workshops and training sessions for effectiveness *(in)* the College's assessment system. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation process and was approved by the Academic Vice President. The plan was designed as part of the assessment process of the CE&WD office where data is provided and can be extracted on their spring 2013 report. On November 2013, a follow up memo[2] was sent to all departments advising that CEU or non-credit courses initiated by departments must be assessed similar to credit courses of assessing student learning outcomes (SLOs). The assessment and evaluation of workshops and training sessions are done through surveys and the results are reflected in the respective department's assessment report. The process of uploading survey results onto the department's assessment report aligns with institutional assessment system. *(ALO comment: There needs to be data here. What non-credit courses, training, seminars have been evaluated in the past three years? What do the results say?)*

Status: Include status of the recommendation; ongoing or closed

Team Recommendation 2: **In order to improve, the team recommends that the College develop a plan for distance education, including continuing education offered through distance education, and implement appropriate support services and procedures to deliver instruction online. (I.A.1, I.B.4, I.B.5, I.B.6, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II, B.3.a, II.C.1.c, IIIC.)**

GCC's distance education program offering began on a modest scale. *(Funded by a CTE grant),* the College's initial form of providing distance education program began in academic year 2009-2010 and was limited in its offerings. In AY09-10, a subcommittee of the Learning Outcomes Committee developed a Distance Education Policy[3] for course delivery through online or hybrid modalities. Students, faculty members, staff and administrators were given the opportunity to provide feedback to the policy in different forums. The policy was approved by the Curriculum Committee and then sent through the governance process, i.e., the Faculty Senate, College Governance Committee (CGC), and the President. The GCC Board of Trustees approved the policy in July 2010[4]. The policy was in response to an increase in demand from faculty and students for more distance education courses, and to ensure that distance education courses contained the same rigor as traditional courses.

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[2] Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD
[3] http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20300%20Series/Policy%20340.pdf
[4] Board Policy 340 – Distance Education

In the 2012 accreditation visit, the visiting Team recommended that GCC develop a plan for offering distance education programs. In light of the recommendation, GCC pursued a "ground up" approach in developing a comprehensive distance education plan that would outline the educational programs and services that would be offered via distance education. The ground up approach for developing the plan came in the form of a strategic plan with the goals and objectives that would align with the College's mission and also align with the goals and objectives of the College's Institutional Strategic Master Plan (ISMP). In addition to developing the comprehensive plan, the College finds that a Standard Operating Procedure (SOP) and needs assessment for DE must also be developed and performed in order to determine the scope and size of designing and developing DE programs and the action steps needed to effectively implement the goals and objectives of the DE program. Considering the enormous task involved in performing the needs assessment for DE, and developing the DE strategic plan and standard operating procedures, the College decided on soliciting the services of a professional consulting group to perform the tasks.

In the beginning of spring 2014, *the Division of Finance and Administration* announced that the Distance Education strategic plan development bid had been awarded to Ellucian. Shortly thereafter on February 10-14, 2014, representatives from Ellucian met with the administrators, faculty, and staff of Guam Community College to gather information and input in developing the *needs* assessment tool and *college capability* for distance education, and *writing* the strategic plan and the standard operating procedure *associated with it*. On March 18, 2014, Ellucian submitted two assessment reports, *GCC Market Assessment and Needs Analysis*[5] and *GCC Capabilities Assessment*[6]. GCC administrators, faculty, and staff reviewed the reports and provided feedback. A final meeting was held on May 7, 2014 regarding the Draft Strategic Plan and Standard Operating Procedures. A week after the final meeting, the reports were finalized.[7] On May 13, 2014, the *Distance Education Standard Operating Procedures* and *Strategic Plan* were finalized.[8] *(ALO comment: Include next steps in terms of piloting DE courses; have a discussion with Wes)*

Status: Closed.

Team Recommendation 3: **The College review its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implemen**t **its technology plan.**

Guam Community College is cognizant of the fact that a strong and efficient Management Information System (MIS) is the backbone to any institution and is the key to the success of carrying out the institution's mission. With the critical role that the MIS area plays on an organization, the College ensures that allocating funds to the MIS area are sufficient for providing training, maintenance, and software and other technological *assistance* support that would foster operational efficiency and student success. The work performed by MIS affects the

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[5] GCC DE Market Assessment and Needs Analysis draft
[6] GCC DE Capabilities Assessment draft
[7] GCC DE Market Assessment and Needs Analysis final, GCC DE Capabilities Assessment final
[8] GCC DE Standard Operating Procedures final, 5-year DE Strategic Plan final

effectiveness of GCC's operational and educational mandates. Providing MIS with adequate resources would enable the College to adequately lay the infrastructure to respond to the needs of a 21st century learning institution that would prepare and equip students with the skills set needed to compete in the global job market.

Resource allocation to GCC's MIS department comes in several different funding streams.[9] The general fund, which is the yearly budget request for the College's operational expenses, non-appropriated funds (NAF), which come from tuition and fees, the tourist attraction fund (TAF), in which the revenues are derived from the hotel occupancy tax and a portion of the revenues generated are passed through to fund governmental operations, and the title III federal grant. As a result of these funding streams, GCC's MIS department was allocated 1.39 million dollars in FY2012-2013 for its operational expenses. Majority of the funding came from three funding streams; the general fund (574,051.64), NAF, tuition and fees, (434,692.53) and the Title III NAF Special Projects (342,000.00). The TAF funding stream (39,373.50) made up the rest of the 1.39 million funding that was allocated to MIS. These funding allocations were used for both maintenance and upgrades of the College's technology needs.[10] *(ALO comments: Include also expenses spent on training MIS staff to upgrade user skills)*

The technology fees along with other funding sources continue to support and upgrade components that are detailed in the College's Technology Plan. Additionally, the technology fees and the Title III Grant has provided the funding needed for addressing many infrastructure and equipment needs, such as new and upgraded buildings fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc. GCC's MIS financial resources are also utilized to provide training to the MIS staff *who are* responsible for maintaining, updating, troubleshooting GCC's technology equipment in the numerous classrooms, computer labs, and offices at the main campus in Mangilao and at the *five (5)* Guam public high schools where GCC's educational programs are offered.

Status: Include status of the recommendation; ongoing or closed.

Team Recommendation 4: In order to improve the effectiveness of participatory governance, the team recommends that the College evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the college should create and implement a corresponding formal structure for staff input and participation. The college should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)

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[9]

http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/organizationbudgetstatusreportmis.pdf

[10]

http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationmisupdatesstandard3.pdf

The College relies heavily on the data and evidence that are available to support efforts to improve institutional effectiveness. Documenting the progress in meeting the standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC) is also an important piece of evidence in the College's continuing effort to improve institutional effectiveness. The College strongly believes that institutional effectiveness is achieved through the collective participation of *all college stakeholders* in the planning and decision making processes.

The College's participatory governance structure provides the means for broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services *that* improve institutional effectiveness. The dialogue through conversations, recommendations, and committee work from members within each committee in the College's participatory governance structure demonstrate GCC's commitment to excellence, teamwork and student success. In preserving the integrity and sprit of participatory governance, the documentation, recording and reporting of committee work is important. Uploading committee work, agendas, minutes, membership, and bylaws onto the College's 'MyGCC' committee pages website provides the evidence and documentation needed for each committee to develop a narrative evaluation report that would comprehensively evaluate existing governance policies and practices.

In an effort to comprehensively evaluate the effectiveness of the College's participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President requires all *participatory* governance entities to submit a report (in narrative form) evaluating the effectiveness of their particular governance unit. The report is due at the end of each academic year and discusses the progress made on committee goals, meeting attendance summaries, committee accountability summaries, recommendations for following academic year, and an analysis of the overall effectiveness of their governance unit. This comprehensive report is due at the end of the spring semester each academic year.[11]

The College has addressed the visiting Team's recommendation of having total representation in the College planning and decision making processes. In light of the recommendation, a formal governance structure for staff was created on May 25, 2012, *called the Staff Senate*. The creation of the staff governance structure now brings complete representation and voice in the College's planning and decision making processes *for all college constituents*. Each participative governance entity is now represented in the College's key decision making committees such as the College Governance Committee, Resource, Planning, and Facility Committee, and the College Technology Committee.

Status: Include status of the recommendation; ongoing or closed.

Note: The participatory governance handbook provides the mechanism to codify the processes in place

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[11]

http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/facultysenateyearendreportsandevidencememo.pdf

ALO general comment: Each of the sections needs more discussion on outcomes or results. After all, three years have elapsed since the visit, and rich data should be presented to support our claims for having addressed these recommendations.

Guam Community College Response to Actionable Improvement Plans from the 2012 Self Evaluation Report

Standard 1. Institutional Mission and Effectiveness

1. B.2 Engage all stakeholders in the College's continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.

GCC is committed to engaging and involving all stakeholders in the College's continuous planning process. On November 22, 2013, Dr. Mary Okada discussed how GCC met the goals stated in the 2009-2014 College's Institutional Strategic Master Plan (ISMP). She also presented the 2014-2020 ISMP[12]. The 2014-2020 ISMP was adopted in January 2014. The 2014-2020 ISMP incorporated all input that were obtained during previous internal and external meetings and interactions with stakeholders.[13] The ISMP outlines GCC's values, goals and action plans for continuous quality in providing educational programs and services. Highlights of the 2014-2020 ISMP includes upgrading the physical campus to accommodate an increasing student population, incorporating student-centered learning models into the curriculum, optimizing the processes of resource allocation, and increasing the retention and completion rates of students.[14]

During the spring of 2013, the Vice President for Academic Affairs and the Office of Assessment, Institutional Effectiveness & Research (AIER) participated in the various committee meetings and campus events to gather feedback on the College's mission statement and big picture goals. Meaningful discussions and recommendations were noted and a final feedback period was conducted in *the* fall of 2013[2]. On January 10, 2014, GCC's mission statement was amended and officially adopted by the Board of Trustees,[15] *including its Chamorro translation.*

In spring Semester 2013, a new faculty evaluation rubric was adopted by the Job Specification/Evaluation Committee[16] and was implemented in the 2013-2014 academic year. The Job Specs Committee is comprised of faculty and administrators. The updated rubric clearly sets forth the expectations and roles for faculty especially in regards to assessment. Faculty must complete their assigned tasks as outlined in GCC's assessment matrix and working on assessment was made part of the annual faculty performance evaluation.

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[12] Thanksgiving 2013 Assembly ISMP Close the Loop
[13] Fall 2013 College Assembly Meeting Notes
[14] ISMP 2014-2020
[15] GCC BOT Mission Statement Policy 100
[16] New faculty evaluation rubric announcement, February 19, 2013.

Since the institutional assessment system plays a large role in gauging institutional effectiveness, assessment training and assistance continues to be conducted by AIER to assist faculty, staff and administrators with using TracDat software in the assessment process. In addition, AIER continues to provide department or individual training sessions upon request[17].

Another approach that the College has taken to engage all stakeholders in the continuous planning is through the *participatory* governance process. The College Governing Council *or* CGC, has representatives from all college stakeholders: faculty, staff, administrators and students. In fall 2012, the Vice President for Finance reported on the College's building construction progress and distributed the FY 2013 CIP plan for review. Since all of the campus stakeholders had representatives at this meeting, all constituents were kept apprised of the college's continuous planning process of events and activities of the College. In spring 2013, the committee voted to approve the 2013 CIP plan. The CIP plan included renovations, replacement of air conditioning, maintenance for classrooms, and a security system.

Through a series of College assemblies conducted to communicate with the campus community, committee meetings attended with the various participatory governance committees, and training sessions conducted on the institutional assessment system, GCC has demonstrated that all stakeholders understand their roles and expectations in the College and are well-represented in the College's planning and decision-making processes.

Status: Closed.

1. **B.5 Assess how well the College has communicated information about institutional quality to the public through a community wide survey.**

There are several *ways* in which the College communicates information about institutional quality to its stakeholders and the public[18]. One of the *channels* is the College's *website* which provides access to the public as well as to students, faculty, staff, and administrators, *general information* about the college. The *website* provides access to documents and reports such as the Board of Trustees Board of Trustees Assessment Report, the Foundation Board of Governors Assessment Report, and the College's Institutional Strategic Master Plan (ISMP)[19].

Through GCC's partnership with the private sector, industry advisory committees are in place to provide information to programs about industry needs[20]. Through the results from needs assessment and assistance from advisory committees, GCC is able to incorporate workforce and employer expectations into the curriculum[21]. This continuous and ongoing process communicates institutional quality to employers in the community which is directly linked to GCC's mission statement which reads: "Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia".[22]

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[17] TracDat workshop announcement, November 19, 2013
[18] GCC Fact Book AY 2013-2014
[19] GCC Website
[20] ISMP 2014-2020
[21] Institutional Priorities for AY 2013-2014
[22] GCC BOT Mission Statement Policy 100

Status: Closed.

1. **B.6 Strengthen training of faculty and staff on linking program review, institutional effectiveness and resource allocation.**

GCC is committed to strengthening training of faculty and staff on linking program review, institutional effectiveness and resource allocation.[23] GCC's investment in training is geared towards providing quality on the College's educational programs and services that are aligned with the institution's mission and conducted in the most cost effective manner. In light of this philosophy, GCC has instituted professional development priorities which are divided into two sections: organizational priorities and academic priorities. Some of GCC's organizational priorities to name a few are, diversification of funding sources and implementation of financial stabilization strategies, extending workforce development through community partnership, and improving delivery of services to students. GCC's academic priority focuses on accreditation related matters e.g., Student Learning Outcomes (SLOs), program review, linking institutional planning to budgeting, and student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation[24].

Aside from training, GCC involves stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner.[25] As a result of this *participatory* process, GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community.

In addition to involving stakeholders in the financial planning and budget development processes, the College's participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets[26]. The Resource, Planning and Facilities Committee reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects including projects that have great impact on student learning outcomes. The committee plays an important role in the College's financial planning and budget development process and serves as the forum for discussing needed resources and facility issues or concerns[27].

Status: Closed.

Standard 2. Student Learning Programs and Services

2 A.1 Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.

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[23] Institutional Priorities for AY2013-2014 Professional Development
[24] BOT Policy 306
[25] GCC Fiscal Year 2014 Budget Request
[26] MyGCC Announcement for feedback on ISMP- 2014-2020
[27] GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12

The institution identifies and seeks to meet and continuously update the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The College has taken several approaches to increasing the compliance rate of curriculum revision to ensure that courses and programs are not outdated. One approach of ensuring that the curriculum is not outdated is by making faculty directly responsible for its monitoring and oversight. Areas relating to the curriculum revision process are in the 2013-2014 faculty evaluation system for department chairs[28] and instructional faculty[29].   Another approach that has been taken to ensure that curriculum is current is through conducting "Curriculum Writing Workshops". The curriculum workshops are designed to provide faculty mentoring for updating and writing curriculum. As an added system to increase the compliance rate of curriculum currency, the Academic Vice President monitors courses and program to ensure that they are current with industry and national standards before they are offered or scheduled. Furthermore, the Academic Vice President may inform departments that courses and programs that are not in compliance cannot be offered or scheduled.

ALO comment: Have there been curriculum workshops conducted? Specify data here.

Status: Closed

2 A.2 Develop a process for the systematic evaluation of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Course and program documents contain course level and detailed student learning outcomes. Since course and program guides are initiated at the department level, faculty members are almost always responsible for the identification and design of student learning outcomes for courses and programs. Advisory committee members review and provide feedback to course guides as well. Authors submit their course or program documents to the respective department chairperson, the registrar, and dean. If approved, the respective dean forwards the document to the LOC.

The LOC reviews and acts on all proposals for new courses and programs, and reviews and approves all revisions of established courses and programs. Authors follow the process set in the curriculum manual, which is updated annually. When the final versions of the curriculum documents have been approved, the course is added to the College catalog and may be scheduled. A copy of the official curriculum document is kept on file in the academic vice president's office. Copies of approved curriculum documents are provided to AIER and are uploaded onto TracDat in their respective programs and/or departments.

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[28] Evaluation Rubric – Department Chairs
[29] Evaluation Rubric – Instructional Faculty

Courses for credit that are not part of a program are processed through the Office of Continuing Education and Workforce Development. There is a separate, but similar course guide template for these courses[30]. Approval of the LOC is not needed for ***non-credited*** courses run only through Continuing Education. A syllabus is required with specific student learning outcomes for non-credited courses. For other workshops and training programs, such as those for continuing education units, CEU course guides are required and these offerings are still processed through Continuing Education, with the academic vice president providing the final review and approval.

Evaluation of courses, training programs and workshops are conducted when the course or program is near completion. This feedback assists the faculty and departments in making improvements for future offerings. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation of non-credit courses, workshops, and training sessions. The plan was approved by the Academic Vice-President that same month. [31] The plan was incorporated as part of the assessment of the CE & WD office. Their assessment report for spring 2013 provided data on the plan.[32]

In October 2013, a memo was sent to all departments that the CEU or non-credit courses initiated by departments must be assessed by the initiating department through their Group D department courses assessment unit.[33] Similar to credit courses, effective spring 2014, the departments would select the Student Learning Outcomes (SLOs) to be assessed and input the results into TracDat.

As of March 2014, the monitoring of assessment of CEU and non-credit courses, trainings, workshops, and other events offered through CEDWD is incorporated into the regular operations and cycle of assessment. ==However, evidence on this process is lacking and must be obtained through the CE&WD office.== The 14th Annual Institutional Assessment Report is promised to contain the summary of the assessment work completed for 2013-2014.

 ALO comment: This is similar to the issue I raised in Team recommendation. The data must be included in this report.

Status: Closed

2 A.2c Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality's goals of providing an alternative for students to evaluate their own learning.

The Office of Assessment, Institutional Effectiveness and Research (AIER) spearheads the assessment of courses and programs, and provides a structure for ongoing systematic review of courses and programs using a two-year assessment cycle. Program assessment has been

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[30] CE Course Guide Template
[31] Office of Continuing Education and Workforce Development (CE&WD) Plan for Assessment Memo (Approved)
[32] Office of Continuing Education and Workforce Development Assessment Report - Spring 2013
[33] Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD

practiced consistently since 2001. In fall 2012, the Office of Assessment, Institutional Research and Effectiveness developed an online survey that mirrors the IDEA rating survey used in traditional courses. Students enrolled in the three online courses offered fall 2012 were surveyed through an announcement and link in the course. Out of the 52 students enrolled, 12 students responded. The AIER staff transferred the responses from the online survey to the IDEA bubble sheet. These were then submitted along with the responses for traditional courses. This is the mechanism and process by which online courses will be evaluated.

ALO comment: This is a very dismal result. Should we include more promising results?

For spring 2013, IDEA rating surveys were not administered in any courses, either traditional or online due to budgetary constraints*. (ALO comment: We only administer during the fall semester because of the timing issue.)* Please consult with Marlena) However, the Office of AIER will continue to administer surveys consistent with traditional courses. In fall 2013, the Office of AIER administered surveys from October 22 through November 9, 2013 for both the online classes and traditional courses. The IDEA survey is being given online to distance learning students. *ALO comment: Provide richer data.*

Status: Closed

2 A.2h Foster dialogue among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in the course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.

The need to standardize the awarding grades and credits has been brought to ***attention of the*** Learning Outcomes Committee. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The grading policies and the criteria for awarding credit for courses are clearly stated in the College catalog. Additionally, the course guide document also defines the means of evaluation, and how credit is awarded for each course. Faculty are required to distribute syllabi to all students at the beginning of the course. Syllabi must define the expectations of the students for each class and the evaluation and standards required to achieve a certain grade. The syllabi functions as a contract between faculty and students for the semester and may be used as a critical reference in addressing and settling student grievances. Adjunct faculty members are provided model syllabi by the department chairperson to ensure consistency.

The Learning Outcomes Committee placed the issue on their fall 2013 agenda and the strengthening of language for standardizing grades was discussed. As a result, the 2013 curriculum manual incorporated changes to better address substantive and non-substantive changes[34]. These changes now need to be routed through the Learning Outcomes Committee for review. Furthermore, the college credit hour policy can now be found in the online catalog, ACALOG[35]. *ALO comment: And the result? Updated information needed here.*

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[34] Curriculum Manual 2013
[35] Credits, Grades, and Examinations

Status: Closed

2 A.3c Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

Service learning at the College was initiated through the Hawaii Pacific Islands Campus Compact (HPICC) grant. Many courses, such as American Sign Language and Introduction to Philosophy, have the additional element of service learning (SL), which can serve as a stepping stone toward civic engagement and provides skills in developing into effective citizens. Some of these courses are identified in the Schedule of Classes as SL. Implementation of service learning, however, is dependent on the instructor. Different sections of the same course may have different or no service learning requirements. In addition, not all courses that use service learning are identified as such in the schedule. These courses, along with the other general education requirements, provide a platform to introduce students to ideas pertaining to cultural diversity, civic, political, and social responsibilities and aesthetic appreciation.

The implementation of the revised and additional general education requirements and the adoption of the ILOS clearly provide a mechanism for departments to more clearly promote what it means to be an ethical human being. Opportunities are identified through the SLO mapping process where courses address the different skills in being an ethical human being and an effective citizen. General education requirements only apply to degree programs. Thus, departments must evaluate their SLO mapping to ensure that students who are not in degree programs still have opportunities to learn about being an ethical human being and effective citizen.

In spring 2013, the Learning Outcomes Committee (LOC) formed the General Education Committee working group under LOC. According to the Chairperson at that time, it will be the task of the General Education working group to determine whether general education courses introduce, emphasize and/or reinforce institution learning outcomes related to service learning. The committee revised the Institutional Learning Outcomes (ILO) Mapping Matrix for General Education to distinguish skills crucial to General Education courses. At the end of spring 2012, the revised ILO and a survey were distributed. Thirty-three surveys were sent out, and thirty-two surveys were returned. Findings were that there were no issues related to meeting the ILO's for courses which had more than one instructor.

In fall 2013, the General Education Committee was re-institutionalized as a formal committee under the Faculty Senate[36]. As of May 2014, the General Education Committee is currently working on establishing their guidelines and criteria. The matrix created was set to focus on the General Education connection to the ILOs. There is yet to be specific wording about service learning.

ALO comment: Last paragraph needs follow up. There should also be data documenting service learning activities at GCC within the past three years.

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36 Memo on GenEd Committee-Fall 2013

Status: Ongoing

2 B.3c Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

The College is continuously exploring ways to strengthen and enhance its student support service. One area in need for continuous improvement is student advisement. In fall 2012, an Academic Advisement Task Force was formed to look at how the academic advisement process can be strengthened. The formed task force consists of faculty, including traditional and non-traditional (counselors), and the TSS Dean and Associate Dean. The task force analyzed the current process and worked on the GCC Academic Advising Model, an Academic Advisor Handbook, and a flowchart for Advising Delivery.

In the fall semester 2013, a draft of the advisement handbook was sent to the Department Chairs to disseminate to faculty for review. Upon receiving feedback, the task force sought the Academic Vice-President's approval via the TSS Dean on the deliverables and then developed a plan for training. As of spring 2014 the Academic Advisor Handbook has been made available to all faculty via Banner and the task force plans to hold trainings for faculty.

Status: Closed

2 B.3f Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times.

The College's Registrar reported that the College has two vaults which are fire proof, but these are at capacity. Due to the current vaults being at capacity forces the Registrar to use a container/office to hold some other physical records that do not fit within the vaults. It has been recognized that more vaults, which are fire proof and climate controlled, are needed to hold records. The College is discussing alternatives, including a system where an outside vendor digitizes records so that physical records are kept to a minimum. As of spring 2014, the Registrar has been contacted and no vaults were purchased and the alternative to storing physical records by digitizing them has not been finalized*. ALO comment: Provide update on this issue.*

The registrar has identified that the vault containing records has reached its limit and therefore has been seeking alternatives outside physical containment to resolve the issue. A BDMS dedicated scanner was received in January 2014 and is currently in the MIS Room and is undergoing installation [37]. The equipment is set to be used by the end of May.

ALO comment: Update needed on the last paragraph.

Status: Closed – *Needs more supporting narrative.*

2 B.4 Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.

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[37] Dedicated Scanner for Record Archives

ALO comment: The entire narrative should be deleted. Why is this relevant? This was conducted before the 2012 Team visit. Use other survey results that took place after the 2012 visit.

Student support services conduct regular assessment of their units as part of the College's two-year assessment cycle. Through assessment and feedback, the College assures the quality of student support services and demonstrates that these services support student learning. The *Faces of the Future Survey* is nationally-norm and results from the College are compared with other colleges at the national level, for both credit and non-credit students. These results provide useful information that enables GCC to make informed decisions when planning for programs and services and allocating resources to address the needs and concerns of students. The *Faces of the Future Survey* produces data that gives the College information on the socio-demographic profile of credit and non-credit students and their current college experience. AY09-10 was the fourth year that GCC has administered the survey. Previous surveys were administered in fall 2002, fall 2005, and fall 2007.

According to the AY09-10 Faces of the Future report[38] (pp. 2-5), the following are common concerns shared by GCC students:
- Availability of courses at times when students can take them
- Lack of ease in navigating the GCC website
- Limited availability and convenience of tutoring services for math and English classes, and impact of general education requirements on program completion
- Availability of instructors outside of class time
- Quality of academic advising
- Sense of general safety and security while on campus

The following are common successes shared by students, according to the survey:
- Over 80 percent of survey respondents are satisfied or very satisfied with the College.
- Students reported that their experience at the College contributed to their growth by increasing their academic competence and developing their self-confidence.
- The top five factors that influenced students to attend the College are:
  1. A particular program of study
  2. Cost of attending the College
  3. Availability of financial aid or scholarship
  4. Variety of courses offered
  5. Academic reputation of the College

The report also made the following recommendations (pp. 23-26):
- Continue to utilize the GCC website to disseminate financial aid information.
- Communicate the availability of financial aid and scholarships to students, faculty, staff, and administrators.
- Post faculty office hours in the GCC public website (i.e., under the *Offices* channel in the *Student Resources* section).
  - Include faculty contact information and office location

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[38] Faces of the Future Report, 2010

- o Create a poster consolidating all this information and place in areas that students regularly visit (i.e., Student Support Services Office, library, Student Services and Administration Building-Rotunda).
  - o Continue to ensure that office hours are included in course syllabi.
- Departments should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).
- Provide students with safety and health information that would make them feel safe and secure on campus.
  - o Information should be included in the GCC website and the student handbook.
  - o This information should also be disseminated through student newsletters or email messages and posted throughout the campus.
- Security personnel should be visible around campus.
- Redesign the GCC website with the intent of making it easier for students to navigate.
  - o Make sure to include student input
- Ensure that all advisors, especially new faculty members, are provided with Advisor/Banner Training
- Offer more tutoring services for Math and English.
  - o Identify a location on campus where tutoring services can be offered and inform students of this location and the times tutoring services are available.

All concerns on the Faces of the Future surveys have been addressed. Due to the low rate of response, the College has no plans to continue the Faces of the Future surveys. Information will be obtained through other means such as the "Meet the President" event where students can freely meet and express their GCC concerns directly to the president[39].

ALO comment: There is a lot of data on "Meet the President". Use this instead. Swap "Faces of the Future with narrative and data on the "Meet the President".

Status: Closed

2 C.1a Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.

The LRC maintains a productive dialogue with teaching faculty regarding additions to the print and electronic collections and are invited to collaborate in collection development through personal contact, via e-mail and through surveys. Faculty members are encouraged to suggest appropriate materials in any format for purchase by the LRC. Prioritization of these listings is also requested due to limited funds.

The effectiveness of the LRC collection is contingent upon input provided by faculty. The LRC department chairperson has frequently requested lists of needed resources from chairs of the different programs. The services, collections and policies of the LRC are developed in coordination with the College's Institutional Strategic Master Plan and the student learning outcomes as provided by the College's respective career and technical education programs.

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[39] President's Forum (AY 2007-2011)

The effectiveness of the LRC collection appears to be satisfactory to student users. The spring 2010 survey indicated that 80 percent of students felt the library collections met their instructional and curricular needs. Forty three percent of faculty *surveyed* however, reveal that there are not enough resources available to support the current trends or industry practices for instruction in their respective programs.

Budgetary challenges continue to limit resources available for the LRC. As stated previously, the LRC does not have direct access to student library fees. In addition, when the College begins a new program or revises existing curriculum, the LRC is not made aware of the new developments. Often library resources are not included as part of start-up budget costs. *ALO comment: Second to the last sentence in the paragraph is no longer true. Use example of Human Services or a new program.*

Suggestion was given AY12-13 to the LOC chair to add a section to the program and course guide forms that directly addresses the need for additional LRC resources.[40] The current draft of the revised 2014 Curriculum Manual[41] has the Learning Resource Center listed in Section V. Resource requirements and costs for program and course guides. Furthermore, as part of the curriculum process, the VPAA's office is listed as being in charge of archiving the original printed and electronic program and course guides and distributing copies of the approved program or course to the Registrar, Department, Learning Resource Center, Associate Deans and Dean. The final 2014 curriculum manual should be finalized by fall 2014. *(Provide an update)*

Status: Ongoing (Manual still needs to be finalized)

2 C.2 Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

The College evaluates the LRC through surveys, focus groups, and other appropriate measures. The LRC regularly and consistently participates in the College's assessment process. The LRC conducts student and customer services surveys every semester on quality of assistance and instructional services, and sufficiency of learning resources and library technology.

The LRC has consistently been assessed as part of the College's two-year assessment cycle. Assessment has involved setting outcomes for the unit, aligning goals with the mission, vision, and other aspects of the College, providing different means of assessment, collecting data, and using the data to effect or advocate for change. The spring 2010 survey revealed 97 percent of patrons agreed or strongly agreed that LRC employees were respectful and helpful. In response to the needs of students and faculty members, new computers and faster network services have been implemented. The need for more enhanced technology however has been raised as an issue by student and faculty Library users.

In its new location, the LRC has expanded to provide customers with a comfortable room

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[40] Email from G. Hartz, LOC Chair, December 2012
[41] Curriculum Manual 2014 draft

temperature setting and adequate study rooms and seating. The LRC also continues to maintain the high level of customer service by providing staff training in customer service, time management, and library technical skills to student users. The completion of the new LRC building, which more than doubled the space of the former LRC, has enhanced the overall learning environment for GCC students outside of the classroom. In addition, LRC received funding for an e-book higher education database, the EBSCO Academic E-book Collection and the EBSCO periodical database. Employees and students can now set up a free account with EBSCO which allows them to download e-books.

The added resource of an e-book higher education database brought some positive responses from the LRC customers. On October 2013, LRC surveyed faculty and students as part of its regular assessment cycle. On November 2013, the survey results were reviewed and uploaded on TracDat. LRC survey results for fall 2013 and spring 2014 (N=424) showed that 65% of the survey respondents agreed or strongly agreed with the statement "I am able to find books and e-books I need for research" and 54% of the survey respondents agreed or strongly agreed with the statement "I am able to find the journals, magazines, newspapers I need" (GCC TracDat, 2014, pg. 39)

Status: Closed

Standard 3. Resources

3 A.1b Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

GCC's process and procedures for evaluating its employees are designed to improve job performance and enhance professional development. The evaluation process for staff is based upon the College's Administrative Directive 95-001 Description of Performance Factors. The evaluation process utilizes a formal instrument which covers specific performance factors such as quality, productivity, reliability, and effectiveness on the job. Additionally, the evaluation process takes into consideration the effective execution of duties and responsibilities that are listed on the job description for each respective staff position. The instrument also allows for comments regarding superior performance as well as recommendation for improvement when the results of the performance evaluation indicate a marginal or less than satisfactory results. Staff employees are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.[42]

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance.[43] These performance factors are general in nature and are broken down into two parts, namely, part A (Professional Competence) and part B (Professional Standards). The performance factors in parts A and B are assigned a scoring scale (0 to 5). A score of 3 (on the respective performance factor) means a satisfactory performance and score below a 3 means a marginal to an

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[42]http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/peformanceevaluationadministrativedirective95001.pdf

[43] http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1023

unsatisfactory performance. A score of 4 means the employee exceeds expectation and a score of 5 on all the performance factors in parts A and B means that the employee's job performance rating is outstanding. There are a total of 17 performance factors in part A and 13 in part B of the staff performance evaluation instrument.

The existing staff performance evaluation instrument adequately covers job performance factors to objectively evaluate the staff's work performance. However, like any other tools, policies, and procedures that drive the quality and effectiveness of an organization, there is always room for continuous improvement and best practices. The same goes with the existing staff performance evaluation instrument. There are several performance factors that can be added to the instrument to enhance and strengthen the employee evaluation process. For example, the performance factor of "teamwork" is a key factor of performance. How the employee gets along with others and strives to maintain positive relationships among co-workers and other departments fosters a healthy work environment. Does the employee step up to the plate and pitch in to get the job accomplished regardless of whether he or she has a direct responsibility to the task? Another performance factor that can be added is "motivation". Does the employee pursue goals with commitment and takes pride in accomplishing them? And lastly, the performance factor of "creativity". To what extent does the employee generate workable and innovative ideas, concepts, and techniques to take the organization to the next level of effectiveness and quality?

Upon reviewing the existing performance appraisal instrument for staff, it is quite apparent that it can be enhanced and strengthen to improve the performance evaluation process. Performance factors can be added to enhance the capabilities and skill level of the employee and provide them the opportunity to develop and grow and move up on ladder of the organization. However, because GCC's staff employees fall under the Government of Guam civil service merit system, the College is restricted from revising the job performance instrument. Any revision to the performance evaluation instrument must come from the Government of Guam Department of Administration Central Personnel Office. However, being a semi-autonomous agency but still part of the Government of Guam, GCC can take the lead and offer recommendations to strengthen and enhance the performance process by making revisions to the performance evaluation instrument.[44]

ALO comment: This section must be reviewed by Joann Muna. Has GCC's HR made recommendations to strengthen the staff performance evaluation?

Status: Closed

3 A.1d Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

GCC is guided by the belief that a sense of true community is achieved when the ideals and values of the College are reflected of its members toward one another. The College

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[44]
http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/humanresources20132015assessmentplan.pdf

has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. In the past years, students and employees of GCC have been guided by the standard Government of Guam Code of Conduct policies and procedures. However the government's code of ethics policy was deemed both outdated and obsolete.

In the interest of developing GCC's own code of ethics policy, the Professional Ethics Committee of the Faculty Senate created a new Code of Ethics policy. The new policy was adopted by the Board of Trustees as Code of Ethics policy 470 on March 6, 2008, through BOT resolution 6-2008. The new Code of Ethics policy reinforces and covers subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for employees. To further raise the level of professional conduct of GCC employees, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy in 2008 to demonstrate its commitment to upholding professionalism and code of conduct to the highest level.

Because the Code of Ethics policy for both employees and BOT members are living documents, the College is in the process of reviewing BOT Series 100, which includes Policy 115, Code of Ethics and Conduct. The announcement detailing the review schedule was made on MyGCC on April 21. Feedback from campus stakeholders will be integrated into the board working session discussions.[45]

ALO comment: last paragraph; any follow up on this? Consult with Board secretary Bertha.

Status: Closed.

3 A.3b Consider backing up all employee records electronically and stored off-campus for additional security.

HR has been diligently worked on getting all "official" documentation for active fulltime employees, scanned, back-up and updated. HR's initial goal of digitizing employee records was 80% but due to logistical and staffing shortage challenges, electronic backing of employee records are currently at 5% completion of uploading records into the BANNER system. ***ALO comment: Let Joann review this for accuracy.***

HR has addressed the shortage of staff by hiring a new Personnel Assistant to assume the main role of scanning HR documents and uploading information into BANNER. Along with addressing the staffing need for the project, the purchase of a dedicated scanner also needs to be addressed to provide the tools needed to expedite the process. In the interest of exercising financial feasibility and resource allocation effectiveness, it was

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http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/mygccannouncementbotpolicyreview100series.pdf

recommended by the HR Administrator and VP for Finance and Administration that a dedicated scanner be purchased and shared among those divisions that will have heavy use for the BANNER Document Management System (BDMS).

After overcoming challenges in the bidding process, a scanner has been purchased and currently on site. Additionally, the Finance and Administration Division has finally received the requested equipments (i.e. Dedicated Scanner for the BDMS, the dedicated lap top and the roving cart). Plans are to install and begin using the new equipment to scan full-time employees' personnel files and upload information on to BDMS (Banner Document Management System) after May 12.[46]

ALO comment: There needs to be an update on the last two paragraphs.

Status: Closed.

3 A.4b HR advertise or consider advertising faculty positions within Micronesia to recruit faculty of Micronesia descent to contribute to the diversity profile of GCC Faculty.

GCC embraces diversity in its employees and students and is committed to providing equal employment opportunity to its diverse population. Although the College has done a tremendous effort in hiring employees to represent its diverse student and employee population, it still needs to work in hiring faculty of Micronesian decent to represent its Micronesian student population which represents ten percent of its total student population. As noted in the College's Fact Book, GCC has no instructors of Micronesian decent (Chuuk, Pohnpei, Yap, Kosrae). The College believes that understanding language and cultural bearers of its diverse student population would foster program completion and help students succeed on their educational goals. Having students and instructors of the same ethnic and cultural background would ease the communication barriers between students and instructors where students can better express their difficulty in attaining success in their program of study and make them feel comfortable in getting the help they need.

In light of minimizing cultural and language barriers among the College's diverse employee and student population, GCC has recently hired a professional originally from FSM and a former University of Guam Professor to teach a course in Family Services, *a recently re-instituted* program. [47] Although the position is an adjunct faculty position, it is the beginning of GCC's commitment of pursuing sufficient representation among its employees and students. GCC will continue to recruit employees to better serve its diverse student population in its continuous effort to help students succeed with their educational goals and compete and be productive members of the global workforce.[48]

ALO comment: Indicate HR's efforts in publicizing openings as well.

Status: Closed

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[46] http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailstandard3scanner.pdf

[47] https://h2h.jobs/jobs/search?utf8=%E2%9C%93&search%5Bexternal%5D=&search%5Bkeywords%5D=Guam+Community+College&search%5Blocation%5D=&x=59&y=27

[48] http://www.guamcc.edu/Runtime/FTfacultypositions.aspx

3 C1 Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP. (3C1)

The College finds that developing standard training for MIS personnel is quite challenging. With new emerging technologies that often occur quicker than can be grasped by tech specialists and all the different types of technology gadgets existing and the realm of BYOD (Bring Your Own Device) available today, it is almost impossible to focus on what training needs to be developed. What is considered a standard training today only seems to last while the type of technology or software is actually mainstream, which mostly change every 6 months. Despite the challenges of developing a training standard for the MIS section, the College is in full support of providing the needed resources to provide training to MIS personnel in the most practical and cost efficient manner. In *light* of the conscience effort to maximize resources, MIS will continue developing and updating training standards that are in support of what is currently within the College's infrastructure, what is most feasible financially and personnel-wise, and what will make the most positive impact to our students.[49]

ALO comment: Have Frank of MIS review this section.

Status: Closed

3   **C.1B Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program.**

During spring 2014, Guam Community College has seen much activity regarding Distance Education (DE) *planning*. The previous year, GCC applied for and received a grant to fund a Feasibility Study on Advancing Informal STEM Learning via Distance Education. The goal of the feasibility study project was to determine the need for and the capability of College's technology infrastructure and resources to support distance education at Guam Community College.

In January 2014, Ellucian, Academic Services Division, entered into a contract with GCC to develop a strategic plan to introduce and implement Distance Education to GCC constituents. In February 2014, two Ellucian consultants visited GCC to gather information and make preliminary assessments to write a strategic plan. Meetings were held with students, faculty, administrators, MIS, and staff, to communicate and discuss ideas, information, infrastructure, challenges, and expectations with implementing DE to our college.

The result of this initial meeting and contract with Ellucian are the following extensive reports:

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[49]

http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationmisupdatesstandard3.pdf

1. GCC Distance Education Market Assessment and Needs Analysis Report to provide information on our potential market/students.[50]

2. GCC Distance Education Capabilities Report to indicate whether GCC is capable to deliver DE courses. It is important to measure our current academic/teaching capabilities as well as our infrastructure support, library support, and student support (registration, advisement, counseling services). Also, it is pertinent to identify the needs and direction for GCC to offer high quality, seamless, and progressive DE courses.[51]

3. GCC Strategic 5 year plan to provide the blueprint to guide the implementation of distance education courses.[52]

4. GCC Distance Education Standard Operating Procedures will outline the process that encompasses the delivery of DE, both academics and service sides.[53]

Since the initial visit from Ellucian DE consultants, numerous meetings have been held to continue dialogue amongst *instructors*, MIS, Academic Technology, *staff and* administrators regarding technology in our GCC campus.[54] A Distance Education Task Force convened and tele-conferences *were held* with Ellucian *consultants* to flesh out details of the strategic plan. Also, an adhoc group of i*nstructors* have met with Academic Technology to discuss topics on "Exploring the Future Classroom Experience" and its impact on classroom environment, delivery and student expectations.[55]

Status: Closed

3D2f. Re-evaluate the College's contract instrument to see if it can be strengthened or improved.

In the spring, 2014, Guam Community College received recognition for receiving its 13th consecutive clean bill of financial health from independent auditors Deloitte & Touche, LLP. This acknowledgment by the Guam Office of Public Accountability strengthens GCC's low risk status. As a result, individuals, companies and businesses are attracted to enter into contracts with GCC.[56]

GCC remains diligent and committed in insuring that the financial arm of the college runs smoothly and efficiently.[57] Materials Management (MM) conducts training on the procurement process for department chairs, administrative assistants, administrative aids,

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[50] GCC DE Market Assessment and Needs Analysis final

[51] GCC DE Capabilities Assessment final

[52] 5-year DE Strategic Plan final

[53] GCC DE Standard Operating Procedures final

[54] GCC Faculty Online Teaching Survey Results

[55] Distance Learning Student Readiness Survey Results

56http://www.guamcc.edu/Runtime/uploads/Files/01%20President/Communications/Chachalani/2014%20Chachalani/March%20 2014%20Chachalani.pdf

57http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/contractforfoundationbuildingGC CFB11003constructionproject.pdf

faculty, administrators and staff. The focus on the training is the understanding and applying knowledge of the process, rules, and accountability guidelines.[58]

GCC enters into many contracts and MM is managing them at all stages of the process. Contracts less than $250K are reviewed internally. Departments write up the contract and submit for review by VP of Finance and Administration first, then the President for final approval.[59] Before any request for goods or services is advertised, GCC MM makes sure that the details and specifications are outlined and recorded to lessen possibilities of challenges and/or protests by bidders.[60]

For larger contracts of $500,000 or more, the process is more extensive and requires legal review by both GCC's attorney and Office of Attorney General.[61] Materials Management continues to review and update construction, contractual services, or capital improvement to manage risk for the college, and projects will have contractual agreements in place prior to the start of the project.[62]

The list of current bids and contracts can be found on GCC's website under GCC Bids.[63]

ALO comment: Have VP Carmen or MM/Edwin review this section.

Status: Closed.

Standard 4. Leadership and Governance

4   A2   Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties.

The new Faculty Rubric was *presented* to faculty last August 23, 2013. It now includes Institutional Assessment work and the Faculty Accountability Report for Committee Work form (which was approved on February 12, 2013 and added to the Union Contract). Faculty evaluation for AY2013-2014 going forward has a component for Committee Work on Section 5 Institutional Involvement. [64]

ALO comment: Provide data on this; what has been accomplished in this area?

58http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/materialsmanagementassessmentplan20132015.pdf

59
http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationvpfinancecontractinfo.pdf

60http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/samplebidspecifications.pdf

61http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationvpfinancecontractthreshholds.pdf

62http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/checklistreviewbylegalcounselforprojects500000andover.pdf

63 http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/gccbidswebsiteprintscreen.pdf

[64] http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf

Status: Closed.

4A5: 22. Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

ALO comment: Has an integrated campus-wide survey been done? Why not?

<mark>*Note: The response to this recommendation has been completely re-worded from the committee's response.*</mark>

The College's participatory governance structure plays a vital role for broad participation by faculty, staff, administrators, and students in the decision-making processes that support student learning programs and services and the overall improvement of institutional effectiveness. The evidence of dialogue through means of conversations, recommendations, and committee work from members within the College's participatory governance structure are some of the elements that would demonstrate GCC's commitment to excellence, teamwork, and student success. Preserving the integrity and sprit of participatory governance through documentation, recording and recording of committee work is important. Uploading committee work report, agendas, membership, and bylaws onto the College's 'MyGCC' web portal provides the evidence and documentation needed for each committee to develop narrative evaluation reports that would comprehensively evaluate existing governance policies and practices.

In an effort to comprehensively evaluate the effectiveness of the College's participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President requires that all participative governance entities to submit a report (in narrative form) evaluating the effectiveness of their respective governance unit. Based on the directive, the report is due at the end of each academic year (spring).   The content of the report must discuss the progress made on committee goals, meeting attendance summaries, committee accountability summaries, recommendations for the following academic year, and an analysis of the overall effectiveness on their governance unit. Because the submission of the year-end report is required from each participative governance unit, the Staff Senate President and COPSA President were also issued the memo on November 15, 2013.[65]

ALO comment: What do those reports say? Provide data here.

Status: *Closed.* <mark>*Note: A sample copy of the year-end evaluation report from one or two of the participatory governance unit must be uploaded and used as evidence to show compliance to the recommendation.*</mark>

4B1i: Include more questions relating to the Accreditation Standards in the Board Self-Evaluation Questionnaire (BSEQ) so that Board members gain more knowledge about how the accreditation process works.

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[65] http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/staffsenateyearendreportsandevidencememo.pdf
http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/copsayearendreportsandevidencememo.pdf

The College continuously conducts training to Board members so they can be more knowledgeable on the accreditation process. Such training often occurs at Board retreats where accreditation is always made part of the retreat agenda. In fall 2013, the College launched an accreditation awareness campaign encouraging all College employees to take ACCJC's online accreditation basics. Taking a lead in the campaign was GCC's Board of Trustees in which a questionnaire was added to the Board Self-Evaluation (BSEQ) Survey asking Board members whether or not they have taken the online accreditation course. The response was 3 out of the 7 Board members or 42.9% have taken the online course. All Board members eventually took the online accreditation basics course towards the end of 2013. The 2013 BSEQ survey was the first time an accreditation related questionnaire was added to the survey and will continue to be part of the survey.

ALO comment: The last four sentences of the paragraph; there is a difference here; this was the BSEQ not the ACCJC course. Consult with Marlena.

Status: Closed.

4B1j : Report progress of the President's goals to the campus community at the end of her yearly evaluation to provide opportunity for all GCC constituents to share in her accomplishments and challenges.

The President holds various assemblies and meetings at least twice a year to discuss her goals with the campus community. One such presentation was held on November 22, 2013 entitled "Closing the Loop". In the presentation, the President discussed the progress made on the 2009-2014 ISMP goals which mirrors and relates to her assessment goals or Administrative Unit Outcome (AUO). The following are the outcome of her assessment goals.

AUO #1: Integrating Workforce Development; to identify the community's career and technical as well as basic educational skill requirements and increases capacity for the better integration of the opportunities and services offered by GCC with the need of island businesses. Annual surveys are being done to develop needs assessment. In addition, networking activities are ongoing in the search to create programs to partner.

AUO #2: Pursuing Accreditation Quality Programs (Education Excellence); To improve program effectiveness and the determination of the institution's overall effectiveness in meeting student learning. CEWD course assessment has sustained accreditation.

AUO#3: Branding GCC in the Community; To improve awareness of the College and increases public support for its vision and activities. GCC continues to brand itself through various marketing campaigns to increase and improve student retention at various outreach programs in the community.

AUO#4: Continue efforts for Collaboration to develop a process of providing a means to measure progress towards attaining the visions for the college each year through a systematic review. Dedicated planning continues as the assessment planning cycle is continuously applied in programs and departments throughout the college.

The President held her AY 2013-2014 "Meet the President" talks on October 9, 10 and on March 17 and 18 at the Multipurpose Auditorium. She informed the students about the campus construction projects, our need to track our graduates and updates to the ISMP. She also introduced at the talks the new Institutional Strategic Master Plan (ISMP) for 2014-2020.   On April 11, she spoke with the faculty and staff on the new ISMP and how these are her goals for the next few years. In TracDat, these are her AUO's for Fall 2013-2014 based on the ISMP 2014-2020 goals [66] are listed below:

AUO1: Retention and Completion; Strengthen and improve curriculum and educational delivery to provide a student centered educational experience that fosters retention and completion to prepare students for engagement in a global workforce.

AUO2: Conducive Learning Environment. Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

AUO3: Improvement and Accountability. Enhance the existing integrated planning, review, and evaluation process that provides the allocation of resources based on college –wide priorities that boost improvement and accountability.

AUO4: Visibility and Engagement; Promote the GCC brand to achieve regional, national, and international recognition.

ALO comments: Provide the ISMP headings for consistencies on all the AUOs.

Status: Closed.

4B2b: Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

Over the past five years, the College has kept the campus updated on the status of the 2009-2014 ISMP as well as the goals and the initiatives of the new 2014-2020 ISMP that was recently adopted by the Board of Trustees on January 10, 2014. [67]

GCC's 2009-2014 Institutional Strategic Master Plan has five major goals (1 Pioneering, 2 Educational Excellence, 3 Community Interaction, and 4 Dedicated Planning). These goals were designed to guide the College in meeting its mission and providing quality educational and workforce development training to its students. Within the five-year period that the master plan covered, it was updated at least once a year during convocation or regular scheduled College assembly i.e., November 16, 2012, the President discussed updates as part of the "Moving Forward to 2014: GCC ISMP Educational Campaign/Thanksgiving Luncheon."[68]

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[66]TracDat Unit Assessment Report – Four Column Office of the President dated March 20, 2014
[67] http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/2014BOT%20Minutes/1-10-2014%20GCC%20BOT%20mtg.pdf
[68] http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismppresentationnovember222013collegeassembly.pdf

Goal 1 Pioneering seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employers' needs assessment in order to improve the skill levels and productivity of the island's workforce.

Goal 2 Education Excellence seeks to show that Student Learning Outcomes are being attained and regularized assessment allows programs and services to identify, analyze and use assessment results for accountability and program improvement.

Goal 3 Community Interaction seeks to improve awareness of the College and increase public and fiscal support for its vision to reduce GCC's financial dependence on the Government of Guam. This is evidenced by numerous federal grants awarded to the college for program development and campus improvement.

Goal 4 Provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

September 2013 Chachalani noted that GCC was selected by the Military Times Best for Vets: Career and Technical Colleges 2014 list. The President shared progress on the campus wide construction and other building plans during the bi-annual "Meet the President" presentation to college students in Fall 2013 and Spring 2014. She also provided a short update on the ISMP. At the Campus Assembly, October 11, 2013 Dr. Somera unveiled a draft of the ISMP and requested for input from everyone by December 6, 2013 to ensure that constituents are aware of the ISMP and have a voice in the new plan for 2014-2020. March 2014 the ISMP 2014-2020 was completed and is available online for public viewing. It was presented by the President to the GCC faculty and staff at a campus wide meeting on April 11, 2014.

 At the August 12, 2013 convocation, the President provided a short update on the ISMP and how capital improvements continue with the ground breaking on Building 200 as well as renovations to the campus. The Academic Vice President also spoke at convocation about rewriting our mission statement, and how it coincides with the re-development of our ISMP for 2014-2020.

Status: Closed.

SUMMARY OF ACTIONABLE IMPROVEMENT PLANS

Standard 1

1B2
1. Engage all stakeholders in the College's continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.

1B5
2. Assess how well the College has communicated information about institutional quality to the public through a community wide survey.

1B6
3. Strengthen training of faculty and staff on linking program review, institutional effectiveness and resource allocation.

Standard 2

2A1
4. Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.

2A2
5. Develop a process for the systematic evaluation of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.

2A2c
6. Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality's goals of providing an alternative for students to evaluate their own learning.

2A2h
7. Foster dialogue among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in the course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.

2A3c
8. Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

2B3c
9. Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

2B3f
10. Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times.

2B4

11. Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.

2C1a

12. Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.

2C2

13. Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

Standard 3

3A1b

14. Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

3A1d

15. Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

3A3b

16. Consider backing up all employee records electronically and stored off-campus for additional security.

3A4b

17. Consider advertising in Micronesia to recruit faculty of Micronesian descent to contribute to the diversity profile of GCC faculty.

3C1

18. Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP.

3C1b

19. Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program.

3D2f

20. Re-evaluate the College's contract instrument to see if it can be strengthened and improved.

Standard 4

4A2

21. Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties. P a g e | 252

4A5

22. Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

4B1i

23. Include more questions relating to the Accreditation Standards in the BSEQ so that Board members gain more knowledge about how the accreditation process works.

4B1j

24. Report progress on the President's goals to the campus community at the end of her yearly evaluation to provide opportunity for all GCC constituents to share in her accomplishments and challenges.

4B2b

25. Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

DIRECTORY OF EVIDENCE

<u>**State of Report Preparation**</u>

1. Mid-Term Report Strategic Plan

<u>**Standard 1**</u>

1. Doris Perez, e-mail December 12, 2012. Marlena Monteque, e-mail December 13, 2012.

2. E-mail from Marlena Monteque on December 13, 2012.

3. President's November 16, 2012 PowerPoint presentation on ISMP updates.

4. MyGCC announcement sent to campus community, in an e-mail posted to MyGCC, confirmation e-mail from Jayne Flores, that the November 16th ISMP update was posted to MyGCC on November 7, 2012.

5. President's November 16, 2012 presentation.

6. Institutional Master Plan update: http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismpupdate20092014.pdf (2009-2014).

7. Institutional Strategic Master Plan: http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20092014.pdf.

8. E-mail of the MyGCC announcement about the ISMP meeting from November 16th.

9. Two photos taken by the Public Information Officer, sent in two e-mails from the PIO on December 12, 2012.

10. Doris Perez, e-mail December 12, 2012.

11. Marlena Monteque, e-mail December 13, 2012.

12. Survey results from Continuing Education's September 29, 2010 community survey.

13. December 10, 2012 e-mail from Jayne Flores, Public Information Officer.

14. Business Office assessment report covering periods 11/10/2011 to 4/11/2013 have been requested.

15. Sign-in sheets from Spring 2012 Banner Self-Service training sessions.

16. August 2012 Annual Department Chair Training Agenda.

17. Annual Department Chair Program Agenda, November 2012.

18. Sign in sheets from TracDat training.

Standard 2

E1.   Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses

Offered By Departments through CEWD

E2.   http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/B

OT%20Policies%20300%20Series/Policy%20340.pdf

E3.   Board Policy 340 – Distance Education
E4.   GCC DE Market Assessment and Needs Analysis draft
E5.   GCC DE Capabilities Assessment draft
E6.   GCC DE Market Assessment and Needs Analysis final, GCC DE Capabilities

Assessment final

E7.   GCC DE Standard Operating Procedures final, 5-year DE Strategic Plan final
E8.   Evaluation Rubric – Department Chairs
E9.   Evaluation Rubric – Instructional Faculty
E10.   CE Course Guide Template
E11.   Office of Continuing Education and Workforce Development (CE&WD) Plan for

Assessment Memo (Approved)

E12.   Office of Continuing Education and Workforce Development Assessment Report

- Spring 2013

E13.   Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses

Offered By Departments through CEWD

E14.   Curriculum Manual 2013
E15.   Credits, Grades, and Examinations
E16.   Memo on GenEd Committee-Fall 2013
E17.   Dedicated Scanner for Record Archives
E18.   Faces of the Future Report, 2010
E19.   President's Forum (AY 2007-2011)
E20.   Email from G. Hartz, LOC Chair, December 2012
E21.   Curriculum Manual 2014 draft

Standard 3

E1.　Organization Budget Report – September 30, 2013

E2.　Email from Frank Camacho, MIS Administrator 9/30/2013

E3.　Administrative Directive 95-001 – Description of Performance Factors

E4.

E5.　Assessment Plan AUO 1: Electronic Backing of Employees' Records

E6.　Campus Announcement – Board of Trustees Review of Policy Series 100

E7.　Email Regarding Dedicated Scanner Installation

E8.　Electronic Posting of GCC's Job Announcement – Department of Defense Program Site

E9.　GCC's Website Job Announcement - Fulltime Faculty Positions

E10.　Email from Frank Camacho Regarding Financial Support for Technology

E11.　GCC Market Assessment and Needs Analysis Report

E12.　GCC Distance Education Capabilities Assessment Report

E13.　GCC Distance Education Strategic Plan – Draft

E14.　GCC Distance Learning Standard Operating Procedure – Draft

E15.　GCC Results of Faculty Online Teaching Survey

E16.　GCC Results of Distance Learning Student Readiness Survey

E17.　President's Communication Chachalani March 2014, Issue

E18.　AIA Standard Form of Agreement between Owner and Contractor

E19.　Materials Management Assessment Plan Supporting Educational Programs

E20.　Email Communication to Procurement Administrator Regarding Contractual Instruments

E21.　Copy of GCC's bidding Specifications

E22.　Email Communication from Vice President of Business and Finance Regarding Review Process of Contractual Instruments

E23.　Memo to GCC's Attorney Requesting Review of Contractual Instrument

E24. GCC's Bid Announcements of the College's Website

Standard 4

1. Faculty Senate Year End Report and Evidence Memo dated October 31, 2013

2. Agreement Between the GCC Faculty Union Local 16746 AFT/AFL-CIO & the Board of Trustees GCC for Faculty 2010-2016 Appendix A-2A and Appendix A-3

3. Staff Senate Year End Report and Evidence Memo dated November 15, 2013

4. 5th BOT Assessment Report Appendix A pg 15

5. June/July 2013 Chachalani page 2

6. President's Convocation Address August 12, 2013 page 1

7. TracDat Unit Assessment Report – Four Column Office of the President dated March 20, 2014

8. BOT Minutes January 10, 2014 page 8

9. Thanksgiving 2013 Assembly ISMP Close the Loop