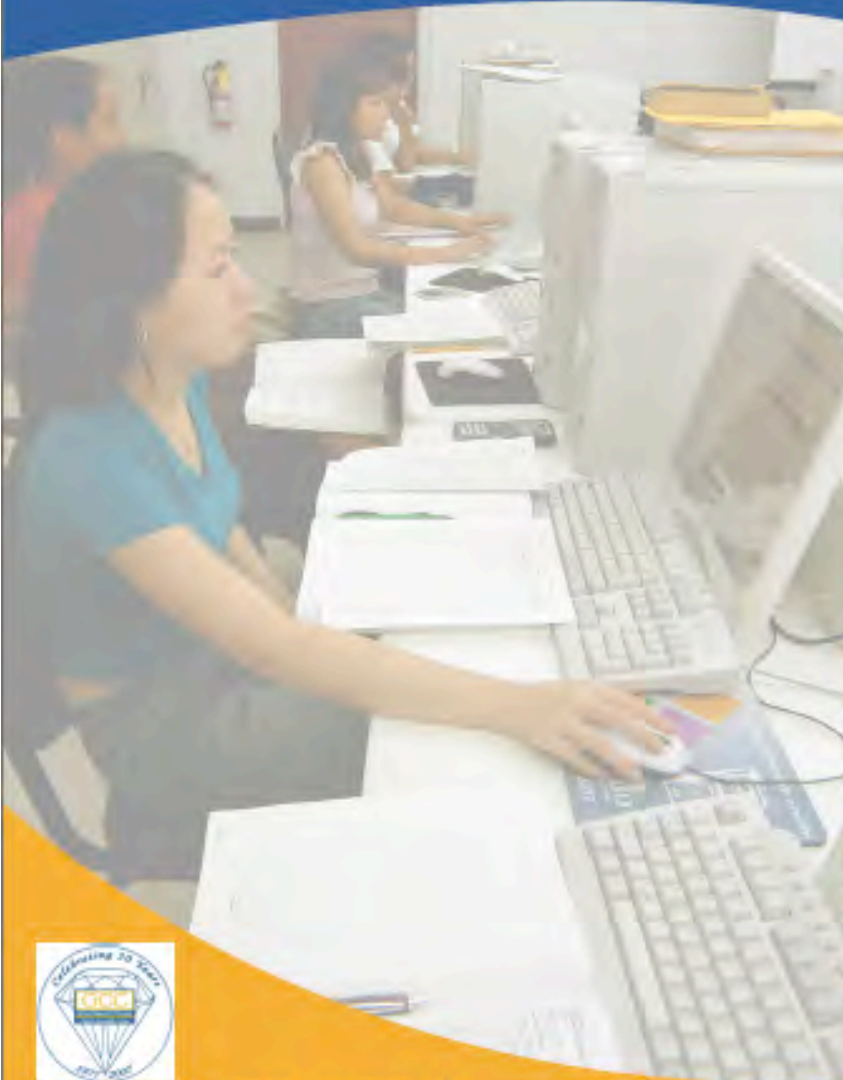


**GUAM COMMUNITY COLLEGE**  
Guam's Leader in Workforce Development

# **ANNUAL SELF-STUDY REPORT**

## **Academic Year 2006-2007**

VOLUME 2



[www.guamcc.edu](http://www.guamcc.edu)  
P.O. Box 23069 GMF, Barrigada, Guam 96921  
Phone: (671) 735-5636 • Fax: (671) 734-1003

## Table of Contents

|  |       |
|--|-------|
| Executive Summary.....                                       | 1     |
| Self-Study Process.....                                      | 3     |
| Standard Committees and Membership.....                      | 4     |
| Self-Study Timeline.....                                     | 5     |
| Planning Agenda.....   | 7     |
| Self-Evaluation by Standard.....                             | 8     |
| Self-Evaluation by Theme.....                                | 24    |
| Appendix A: Self-Study Recommendations Worksheets.....       | Tab A |
| Appendix B: Self-Study Analysis Worksheets. ....             | Tab B |
| Appendix C: Self-Study Preliminary Findings Worksheets. .... | Tab C |

# **Institutional Self Evaluation (AY2006-2007)**

## **Executive Summary**

This self-study summary report covers Academic Year 2006-2007, 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 reports 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 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 report (AY2005-2006), the College continues to place emphasis in addressing student learning outcomes by integrating information literacy into the general education requirements and investing more funds in adding more open computer labs to assist in tutoring programs. Course guides and program documents are being rewritten to include SLOs.

The self-study further reveals that the College has consistently made significant improvements in addressing and enhancing Student learning Outcomes (SLOs). The information literacy SLOs for General Education and Liberal Arts are continuously being integrated into the curriculum. Official course documents representing the general education requirements are now being 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. However, 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. 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 AY2006-2007**

## **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 six major themes (with each having its own set of criteria) 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 four ACCJC 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 are incorporated into the 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*  
*Lynn San Nicolas*  
*Norman Aguilar*

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

### **Standard I Committee, Institutional Mission and Effectiveness**

Chairperson: *Norman Aguilar*

Members: *Matt Keith*  
*Rosemary Loveridge*

### **Standard II Committee, Student-learning Programs and Services**

Chairperson: *Lani Gamble*

Members: *Frank Tung*  
*John Limtiaco*  
*Heesuk Lee*

### **Standard III Committee, Resources**

Chairperson: *Lynn San Nicolas*

Members: *Mary Heaney*

### **Standard IV Committee, Leadership and Governance**

Chairperson: *Rebecca Aguon*

*Pilar Pangelinan*  
*Barbara Bouchard-Miller*

*\* Membership of each self-study standards committee is based on a voluntary process.*

# Timeline: AY06-07 Self-Study

August 2006

Steering Committee Meeting  
Committee Assignments for academic year 2006-2007

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

September 2006

Committees meet weekly  
Committees Compile Data onto Self-Study matrices

October 2006\*

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, 2006

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

December 2006

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 2007

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 2007-2008

August 2007

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

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

September 2007

Committees meet weekly; Committees Compile Data onto Self-Study matrices  
Filename: **ACCJC Matrix – Standard \_\_\_\_ AY06-07**

— October 2006\*

DUE: Final draft **ACCJC Matrix – Standard** \_\_\_\_ **AY06-07** (matrices)

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

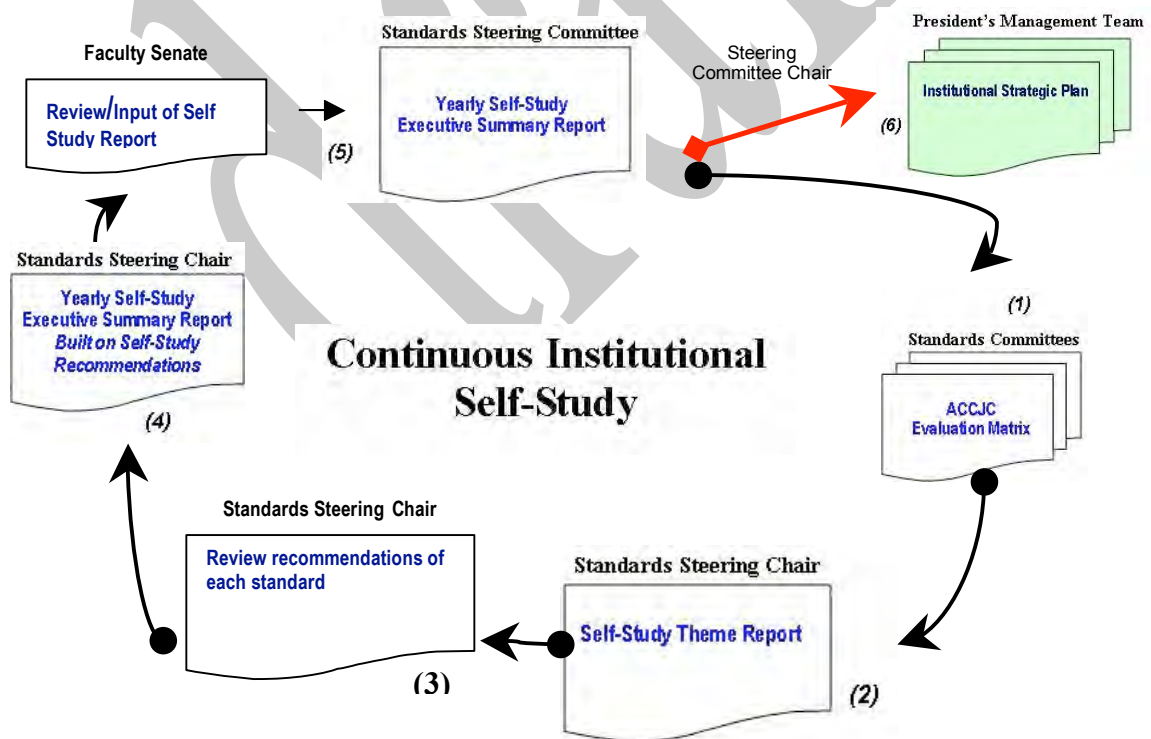
*Draft*



### 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 re-evaluation 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."

#### **Standard I: Descriptive Summary**

The character and purpose of Guam Community College are outlined in the mission statement and provide the foundation for student-learning programs and services. The mission statement also describes the College as a multifaceted public vocational institution having a role in building the community's economic prosperity by producing a well-trained workforce that can compete in the global labor market.

The College is responsive to the diverse needs of its ever-changing student population. For example, the College invested over three million dollars 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. Furthermore, all GCC students were issued their own email accounts where they can communicate with their instructors, staff, and other students anytime. This was developed in part, to respond to the needs of students who, due to a variety of personal circumstances and challenges (time, work, family, or transportation issues etc.) are unable to physically register for classes or meet with advisors to assist them with course requirements or planning out their degree program.

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 Office of Accommodative Services provides individuals with 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 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 with their learning programs.

### **Standard I: Self-Evaluation**

Overall findings of the self-study indicate the College meets or exceeds all of the ACCJC requirements for Institutional Mission and Effectiveness. GCC establishes student-learning programs and services that are aligned with its purpose, its character, and its student population. The Office of Assessment and Institutional Effectiveness (AIE) utilize TracDat to document and measure program and institutional effectiveness.

The Board of Trustees (BOT) reviews the existing mission statement towards the end of January each year and includes the mission statement in its meeting packets in every board meeting. The mission statement is published online and printed in the College's catalog. Posters of the mission statement are also displayed around the campus at areas visible to the constituents. To support the mission, GCC invested in the implementation of the SunGuard Higher Education System to facilitate an integrated database system to improve services that would facilitate online registration, financial aid, and human resources evaluation.

The self-study further reveals that the institution continues to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student-learning and institutional processes. Academic year 2006-2007 marks the maturation of the use of the TracDat for program assessment. Its results provide the baseline for dialogue and improvement at the institutional and program level. 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.

All faculties and most of the staff of the College are members of a committee to provide analysis of the institution's progress and effectiveness. The Office of the Academic Vice President is focused on assessing progress to assure an ongoing and systematic approach is followed. Periodic surveys are conducted where results are analyzed and published through the Institutional Strategic Master Plan and Self-Evaluation report. 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 or via its committees.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. The Office of Assessment and Institutional Effectiveness as well as the Institutional Researcher have prepared 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 7<sup>th</sup> AIE report included various analyses of reports supporting the status of instructional programs and student services.

### **Standard I: Planning Agenda**

None

## **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: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed 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.

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 relies 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.

## **Standard II: Self-Evaluation**

Guam community 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 Academic Affairs Committee, up to the President for final approval via the Academic Vice President.

The institution relies 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. 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 represents 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 and a draft ethics policy has been developed and circulated to the college community for review and input. 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 College provides 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 the National Honor Society (NHS). All services are assessed on a two-year cycle to keep current in meeting student needs.

The self-study reveals GCC is 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. Additionally, GCC has a physical master plan that is ADA compliant to serve the needs of its students with disabilities student population.

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, COPSA, and the Center for Student Involvement. The Center for Student Involvement is actively involved in various vocational programs such as Skills USA, DECA, and PSTA. 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 institution 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 NIAS software and confidentiality are protected in accordance with the FERPA policy. FERPA guidelines are strictly adhered to when releasing student information.

One of the major findings of the self-study 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 an insufficient volume on its collection and books are not replaced as often as peer institutions' upgrade their collection of books and reference materials.

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. There are programs that need to strengthen their advisory committee. (AAD, AY06-07, Std2, A2.b)
2. Further training should be offered during Development Day activities. (FAC-SEN, AY06-07, Std2, A2.d)

3. 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)
4. GCC needs to evaluate articulation agreements periodically to ensure they are appropriate to the College's mission. (AAD, AY06-07, Std2, A6.a)
5. 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, C1.a)
6. GCC should find the funds to upgrade the library system software. (AAD, AY06-07, Std2, C1.c)
7. Library needs a minimum of one 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, C1.c)

### **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**

GCC's Human Resource Office (HRO) ensures 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 weakness 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.

GCC requires all personnel to abide and uphold professional ethics to its highest standard. The Committee on Ethics is working on an updated draft ethics policy that covers all personnel. The final ethics policy will be forwarded to the Board of Trustees for final review and approval by the end of the year.

The College maintains a sufficient number of qualified faculty to carry out the mission of the institution. 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 review through the Human Resources Office. The institution also establishes and adheres to written policies ensuring fairness in all employment procedures. GCC's 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 as indicated on the institutional integrity theme analysis worksheet of standard 3 appendix B.



The College assures the security and confidentiality of personnel records. All personnel records are locked in a secured file room and are maintained by the Human Resource Office. Employees have immediate access to their personnel file upon request through HRO.

GCC demonstrates through policies and practices the understanding of and concern for issues regarding equity and diversity. The college conducts EEO training to all its employees on an annual basis covering EEO policies and procedures. 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 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. However, in the past year, the professional development fund was restricted due to late deployment of funds from Government of Guam. 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. Faculty Job Specs Committee should get back on track of meeting every other year as soon as Banner Training ends, Jan 1, 2008. (FAC-SEN, AY06-07, Std3, A1.a)

2. 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)
3. Work with the Allied Health Department on how to best revisit the College's wellness Program to increase campus participation. (BFD-HRO, AY06-07, Std3, A4.a)
4. Re-implement professional development funds as soon as possible. (BFD-HRO, AY06-07, Std3, A5)

## **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**

GCC's Environmental Safety Administrator works with all departments of the College on addressing health and safety issues. Every year a visual inspection of the campus is conducted by the President to identify and assess any health, safety, ADA, and/or repair and maintenance issues that need attention. After the campus tour is completed, all identified repair and maintenance, 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.

### **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 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. These support provisions are incorporated into the technology plan, which is part of the ISMP. The technology plan has been designed to augment the mission and vision of the College as set forth by the Board. 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 TAC under the Faculty Senate. The TAC 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 new the 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.

### **Planning Agenda**

1. GCC's TAC should periodically assess and evaluate technology related issues that may hinder the effectiveness of the College's operation. (FAC-SEN, AY06-07, Std3, C1.a)
2. The College needs to develop a system to step up the pace in completing the Banner Project training modules. (FAC-SEN, AY06-07, Std3, C1.b)
3. 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 supports 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**

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 remains 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 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.

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 College is sometimes delayed or fall 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 lined with the College's mission and all contracts are reviewed and approved by the Board of Trustees.

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. Departments/divisions should continue to work at linking assessment and evaluation of financial projections to the planning process. (AAD, AY06-07, Std3, D1.a)
2. GCC should develop contingency plans to address financial uncertainties when they arise. (BFD, AY06-07, Std3, D1.b)
3. GCC should continue to work aggressively at stabilizing the College's financial picture. (BFD, AY06-07, Std3, D1.c)
4. GCC should expand participation in its financial planning and budget development process to all stakeholders. (FAC-SEN, AY06-07, Std3, D1.d)
5. GCC should develop a 5-year financial plan based on assessment results and recommendations. (BFD, AY07-07, Std3, D2)
6. Implement appropriate measures to meet critical financial situations and continue to monitor critical cash shortages on a regular basis. (BFD, AY06-07, Std3, D2.c)
7. 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 College recognizes the importance of collective input in its planning and decision-making process. The College has put forth a lot of effort in strengthening and improving dialogue among its stakeholders by creating the Faculty Senate and the College Governing Council. The development of the Faculty Senate structure fosters a more formal organization for faculty, staff, and student participation in the institution's shared governance process and promotes also a more collaborative environment among the various stakeholders of GCC. The Faculty Senate structure provides stakeholders the opportunity to participate in important institutional decision-making processes such as the development of the mission statement, facility improvement planning, and technology resource needs. The establishment of the College Governing Council includes members from faculty, administrators, staff and student representatives. This diverse membership

composition plays an integral part in the institution's planning and decision-making process.

### **Self-Evaluation**

The creation of GCC's Faculty Senate and College Governing Council created an environment for empowerment, innovation, and institutional excellence throughout the college community. The establishment of these two governance structures brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution.

The Faculty Senate brought forth a more formal organization for faculty participation in shared governance. However, the study finds that staff and students are precluded from its membership composition, which could create a potential communication gap between faculty, staff, and students. Student and staff involvement in Faculty Senate sponsored activities is limited only to representation in the Committee of College Assessment.

The College places a high priority in complying with the Accrediting Commission Standards, policies, and guidelines. The College responds expeditiously to recommendations made by the commission. GCC reviews its accreditation requirements on a yearly basis and conducts a yearly self-study compiling the results of the self-study into a report format. Recommendations from the self-study report are compiled into the College's Institutional Strategic Master Plan where specific action are described and specific individuals are tasked with the implementation of the recommendations made.

The Board of Trustees is responsible for setting policies to assure quality and effectiveness of student learning programs and services. In a joint agreement with the Foundation Board of Governors, the BOT approved an MOU jointly funding the Director of Alumni Relations/Fundraising whose major responsibility is to seek funds to improve student services and programs.

The BOT addresses issues related to curriculum, land disputes, public access, and budgeting. Legal matters are held in executive session and are not privy to the public. BOT publishes its bylaws and policies specifying the board size, duties, responsibilities, structure, and operating procedures. The BOT has developed and published its adoption of the Board of Trustees Membership Handbook, Board of Trustees Standing Committees, and Parliamentary Procedures at a Glance, based on the Robert's Rules of Order. These publications are available on the GCC website.

The Board continues its efforts to become better effective in administering its duties and responsibilities by attending, conferences, retreats, and training. In the past a questionnaire was administered to evaluate the Board's performance however no evaluation was conducted in the past academic year.

The College has a Code of Ethics in place that was adopted in March, of 1994. However, it has not been updated and a new Code of Ethics policy has been drafted that

covers all employees of the College. The new draft Code of Ethics policy is being reviewed by the Board and awaiting the Board's approval to replace the old policy and implement the new policy.

The study finds that the Board is minimally involved in the accreditation process. The Board approved the accreditation self-study report, however, its members did not seem to be well versed on the Commission standards and are not directly involved in the development of the study other than the signing off of the document. This concern was also reflected in the 7<sup>th</sup> Annual Institutional Report and must be given the appropriate attention by the College.

The Board also reviews and approves the selection criteria for president. It also evaluates the president's performance based on the goals and accomplishment he/she establishes and accomplished for the College. In line with these criteria, the new president has been working in concert with the College Governing Council and the Faculty Senate to ensure effectiveness in the operational process of the College that involves planning, organizing, budgeting, and the selection and development of personnel.

The President ensures the College's administrative structure is organized and staffed in accordance with institution's mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience and job responsibilities, which adequately fit their areas of responsibility. Conversely, 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. The evaluation and planning of the collegial process has been using the institutional assessment process and the results are reported in the "Faculty Senate Effectiveness Survey Report" (February 2007).

All financial and budget related matters have been delegated to the Vice President of Business and Finance. GCC continues to be rated as a low-risk audit with no question cost or unresolved prior audit findings. As far as financial matters are concerned, the College's assets have decreased due to the College not receiving its full appropriation from the government of Guam.

In the College's continuing effort to communicate effectively with the community, the President and his team have worked with other government agencies (Guam Power Authority, Guam Police Department, and Guam Public School System) to advance the College's mission and goals. The President has also held town meetings on a regular basis with students to get their feedback on campus related matters and note concerns. Additionally, MyGCC has been launched to effectively communicate with the College community and all stakeholders using an online environment.



## **Planning Agenda**

1. A mechanism for greater staff and student participation in shared governance must be created. (FAC-SEN, AY03-04, AY06-07, Std4, A2)
2. Evaluation on the effectiveness of the Faculty Senate must continue since the governance structure is still in its formative year. (FAC-SEN, AY03-04, AY06-07, Std4, A2)
3. Student involvement on accreditation teams and other major college plans and decision-making needs to increase. (FAC-SEN, AY03-04, AY06-07, Std4, A2)
4. Should the salary increase not be approved with the GCC 07-08 budget, it should be included in the 08-09, budget. (BFD, AY06-07, Std4, A2.a)
5. Student representation should be added to the following committees: TAC, Accreditation Standards, and General Education. (FAC-SEN, AY06-07, Std4, A3)
6. The ISMP must be better supported by key college administrators and all entities must comply with the submission of their reports. (PRES, AY06-07, Std4, A4)
7. After the Board adopts its recently revised manual, it should engage in a review of Board policies if and when appropriate. (BOT, AY04-05, AY06-07, Std4, B1)
8. Once the Alumni Relations Director is selected, an alumni network must be established. Additionally, this person will raise funds needed for the college in particular, for the new Allied Health Building. (BOT, AY04-05, AY06-07, Std4, B1)
9. The BOT must be trained on student learning outcomes, assessment, and other accreditation-related issues. (BOT, AY04-05, AY06-07, Std4, B1)
10. BOT members should also participate in meetings scheduled by the Department of Defense concerning the military buildup on Guam. (BOT, AY06-07, Std4, B1.a)
11. The mission statement must be thoroughly reviewed by the Faculty Senate and BOT to reflect the changing economic, social, and political environment on Guam. (BOT, AY04-05, AY06-07, Std4, B1.b)
12. The BOT must review its policies. (BOT, AY04-05, AY06-07, Std4, B1.e)
13. Protocols for new Board member orientation and training must be established. (BOT, AY03-04, AY06-07, Std4, B1.f)

14. The BOT must hold at least one retreat every year for greater familiarity with ACCJC accreditation standards, assessment technology, and institutional assessment processes. (BOT, AY03-04, AY06-07, Std4, B1.f)
15. The BOT must review its evaluation methodology, implement the assessment tool, and published its findings. (BOT, AY03-04, AY06-07, Std4, B1.g)
16. The Code of Ethics must be updated as part of the Board's policy review process. (BOT, AY04-05, AY06-07, Std4, B1.h)
17. The BOT should include in its retreat agenda a review process to discuss accreditation issues more systematically, thoroughly, and in a timely manner. (BOT, AY04-05, AY06-07, Std4, B1.i)
18. In the midst of the government's financial crisis, the new President must keep the College solvent. (PRES, AY06-07, Std4, B2)
19. The new President should guide through leadership by example. (PRES, AY06-07, Std4, B2.a)
20. The new President must articulate her values, goals, and priorities to all stakeholders. (PRES, AY06-07, Std4, B2.b)
21. The new President must take a proactive role in the self-study recommendations. (PRES, AY03-04, AY04-05, AY05-06, AY06-07, Std4, B2.c)
22. Because the VP for Business and Finance assumed the President's position, the new VP must ensure that the College remains fiscally responsible in light of the government's continuing financial crisis. (BFD, AY03-04, AY06-07, Std4, B2.d)
23. The President must take a more active role in interacting with different sectors of the community increasing visibility in the public realm, outside the College. (PRES, AY04-05, AY05-06, AY06-07, Std4, B2.e)

## 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 precludes 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 has also held town hall meetings each semester with students to gather their feedback and note 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

AY2006-2007 marks the maturation of the use of the TracDat for institutional and program assessment. Its results 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 perform periodic classroom observations to ensure that SLOs are being applied in the delivery of programs and courses to the students. The 7<sup>th</sup> Annual Institution Assessment Report (AIAR) includes 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 that 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 has the capability of providing 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 is in the process of becoming 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.

The self-study finds that the 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. Aside from maintaining institutional data, the Institutional Researcher has undertaken 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 offers 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 is featured in some of GCC's course offerings to give students exposure to the community. Students are also given the opportunity to be involved in various vocational programs such as Skills USA, DECA, and PSTA. The College also funds 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 is not given the proper attention and the adequate resources to be in a position to better serve the students. On the technology side of the issue, library resources can only be accessed through the library's web page. There is still no direct link between the library's web page and the GCC's web page making it difficult for students to access the library resources when logged in to the GCC web page.

The study also finds that the library only had enough funds to procure 500 new books many of which were donated. In addition, many periodical subscriptions had to be discontinued due to the lack of funds. Furthermore, the collection of books is old and not replaced as often as peer institutions do. Again, this factor is due to the lack of funds. Despite the challenges of limited resources the library is faced with, students continue to make use of the facility.

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 Office of Assessment and Institutional Effectiveness (AIE) along with the Institutional Researcher have prepared reports that provide ample evidence of on-going planning, research, and review of college-wide programs. Various surveys were conducted to assess the effectiveness of programs and services were incorporated into

the TracDat program. Results of the surveys are published in the 7<sup>th</sup> 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 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 incorporated into the ISMP and reviewed by the Resource and Budget Committee. The College 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 recommends the Board of Trustees review its policies on a regular basis to keep current with the environmental outlook of the college and the community. According to the study, there is no 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 2006-2007 academic year, because of the lack of follow-up with recommendations from the previous report.

### Theme: Organization

GCC continues to strengthen its organizational structure by establishing the College Governing Council and the Faculty Senate. 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 on 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 have been restricted due to late deployment of funds by the Government of Guam. There are other training programs and workshops that are 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.

*Draft*



## 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.

GCC has established criteria, qualifications, and procedures in place for selection of personnel, which are clearly and publicly disseminated widely. The College only hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services. GCC utilizes an interview panel to assist in hiring the 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.

The self-study finds that GCC provides 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.

*Draft*

# TAB A

## Self-Study Recommendations Worksheets

## Theme: Dialogue

### Recommendations from Institutional Self Study of AY 2006-2007

| Standard 1                              | Standard 2                             | Standard 3  | Standard 4   |
|---|--|---|--|
| Institutional Mission and Effectiveness | Student Learning Programs and Services | Resources   | Leadership and Governance  |
|   |  | Faculty Evaluation Committee should get back on track of meeting every other year as soon as Banner Training ends, Jan 1, 2008. | A mechanism for staff and student participation in shared governance must also be created. Although it has been discussed for years, no action has been taken. Evaluation on the effectiveness of the faculty senate must continue since the Senate was still in its formative year. Student involvement on accreditation teams and other major college plans and decision making needs to increase. |
|   |  |   | Evaluation of the Faculty Senate must be done yealy. Student representation should be added to the following committees: TAC, Accreditation Standards, and Gen Ed.   |
|   |  |   | The ISMP must be better supported by key college administrators and all entities must comply with the submission of their reports.   |
|   |  |   | BOT members should participate in meetings scheduled by the Department of Defense concerning the military buildup on Guam.   |

|  |  |  |   |
|--|--|--|---|
|  |  |  | The mission statement must be thoroughly reviewed by the Senate and BOT to reflect the changing economic, social, and political environment on Guam.  |
|  |  |  | The BOT should include in its retreat agenda a review process to discuss accreditation issues more systematically, thoroughly, and in a timely manner.  |
|  |  |  | The President must take a more active role in interacting with different sectors of the community for increasing visibility in the public realm, outside the college (ISMP AY04-05, AY05-06). |

**Theme: Student Learning Outcomes**  
**Recommendations from Institutional Self Study of AY 2006-2007**

| <b>Standard 1<br/>Institutional<br/>Mission and<br/>Effectiveness</b> | <b>Standard 2<br/>Student Learning<br/>Programs and Services</b>  | <b>Standard 3<br/>Resources</b>   | <b>Standard 4<br/>Leadership and<br/>Governance</b> |
|---|---|---|---|
|   | There are programs that needs to strengthen their advisory committee.   | The Banner Project is not a painless one but is an investment now for future improvement/excellence. The college needs to develop a system to step up the pace in completing the Banner Project training modules. |   |
|   | Further training should be offered during Development Day activities.   |   |   |
|   | 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. |   |   |
|   | GCC needs to evaluate articulation agreements periodically to ensure that are appropriate to the college's mission.   |   |   |

## Theme: Institutional Commitments

### Recommendations from Institutional Self Study of AY 2006-2007

| Standard 1<br>Institutional Mission<br>and Effectiveness | Standard 2<br>Student Learning Programs<br>and Services   | Standard 3<br>Resources | Standard 4<br>Leadership and Governance  |
|--|---|-------------------------|--|
|  | GCC needs to provide the library with at least one additional staff FTE. 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.   |                         | In the midst of the government's financial crisis, the new president must keep the college solvent.            |
|  | Library hours may be dependent on personnel staff. GCC should find the funds to upgrade the library system software. Library needs a minimum of one additional FTE to accommodate the needs of the library and the students. The library needs this in order to maintain current hours. |                         | The new President must take a proactive role in the self-study recommendations (ISMP AY03-04,AY04-05,AY05-06). |
|  |   |                         |  |

## Recommendations from Institutional Self Study of AY 2006-2007

| Standard 1<br>Institutional<br>Mission and<br>Effectiveness | Standard 2<br>Student Learning<br>Programs and<br>Services | Standard 3<br><br>Resources   | Standard 4<br><br>Leadership and Governance  |
|---|--|---|--|
|   |  | FEC to get back on track when Banner Training ends Jan 1, 2008.   | Should the salary increase proposal not be approved with the GCC 07-08 budget, it should be included in the 08-09 budget.  |
|   |  | 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. | The BOT must review its policies.  |
|   |  | Continue assessment of funding from Compact-Impact Agreement - also consider the GCC Foundation as a resource in planning long-range capital improvement projects.                            | The BOT must review its evaluation methodology, implement the assessment tool, and publish its findings.   |
|   |  | GCC should continue to refine its practices and improve its effectiveness in operating under limited financial resources.   | Because the VP for Business and Finance assumed the President's position, the new VP must ensure that the college remains fiscally responsible in light of the government's continuing financial crisis. |
|   |  | Re-evaluate the feasibility of the 3-year replacement cycle to upgrade or replace technology infrastructure and equipment to meet institutional needs.  |  |



|  |  |   |  |
|--|--|---|--|
|  |  | Departments/divisions should continue work at linking assessment and evaluation of financial projections to the planning process. |  |
|  |  | GCC should develop contingency plans to address financial uncertainties when they arise.  |  |
|  |  | GCC should continue to work aggressively at stabilizing the college's financial picture.  |  |
|  |  | GCC should expand participation in its financial planning and budget development process to all interested stakeholders.          |  |
|  |  | Continue to improve the reporting mechanism of the GCC Faculty Senate on financial and budget related matters.                    |  |

## Theme: Organization

### Recommendations from Institutional Self Study of AY 2006-2007

| Standard 1<br>Institutional<br>Mission and<br>Effectiveness | Standard 2<br>Student Learning<br>Programs and<br>Services | Standard 3<br><br>Resources   | Standard 4<br><br>Leadership and Governance  |
|---|--|---|--|
|   |  | Continue to advertise and hire full-time faculty. Create a pool of qualified faculty candidates in order to quickly fill much needed faculty vacancies. | After the Board adopts its recently revised manual, it should engage in a review of Board Policies, if and when appropriate.<br>Once the Director of Alumni Relations/Fundraising is selected, an alumni network should be established. Additionally, the Director should raise funds needed for the college in particular, the new Allied Health Building.<br>The BOT must be trained on Student Learning Outcomes, Assessment, and other accreditation related issues. |
|   |  | Discuss with Allied Health Department how to best update the college's Wellness Program.  | Protocols for new member orientation and training must be established.<br>The BOT must hold at least one retreat every year for greater familiarity with ACCJC accreditation standards, assessment terminology, and institutional assessment processes.  |
|   |  | Re-implement professional development funds as soon as possible.  |  |

|  |  |  |  |
|--|--|--|--|
|  |  | GCC's Senate TAC should preiodically assess and evaluate technology related issues that may hinder the effectiveness of the college's operation. |  |
|  |  | Implement aproprate measures to meet critical financial situations and continue to monitor critical cash shortages on a regular basis.           |  |

## Theme: Institutional Integrity

### Recommendations from Institutional Self Study of AY 2006-2007

| Institutional Mission and Effectiveness | Standard 2<br>Student Learning Programs and Services | Standard 3<br><br>Resources  | Standard 4<br><br>Leadership and Governance                                      |
|---|--|--|--|
|   |  | GCC should develop a 5-year financial plan based assessment results and recommendations.             | The Code of Ethics must be updated as part of the Board's policy review process. |
|   |  | Continue with the assessment of budget processes in order to practice effective financial oversight. | The new president should guide by leadership by example.                         |
|   |  |  |  |
|   |  |  |  |

# TAB B

## Self-Study Analysis Worksheets

## Theme: Dialogue

### Analysis from Institutional Self Study of AY 2005-2006

| Standard 1<br>Institutional Mission and Effectiveness  | Standard 2<br>Student Learning Programs and Services   | Standard 3<br>Resources   | Standard 4<br>Leadership and Governance   |
|--|--|---|---|
| <p>All faculty and most staff of the institution are members of a committee to provide analyses in the institution's progress and effectiveness. The AVP and Institutional Researcher are focused on assessing progress to assure an ongoing and systematic approach is followed. Periodic surveys are conducted where its results are measured and published through the ISMP and Self-Evaluation Reports</p> | <p>GCC's catalog clearly and adequately provides information about educational courses, programs and transfer credits. More work is planned to expand SLO communication.</p> | <p>GCC's Human Resource Office works closely with the college's Faculty Evaluation Committee in the selection and hiring of new faculty members. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for both faculty and staff. The Faculty Evaluation Committee (FEC) meet every other year. However, meetings have been delayed due to Banner Training.</p> | <p>With the adoption of the Faculty Senate, a more formal organization for faculty participation in shared governance was created. However, this mechanism precludes staff and student participation. The institution-wide Ethics document was at draft from the Professional Ethics Committee. Students have still not been included in the accreditation process.</p> |
|  |  |   | <p>The newly created Faculty Senate replaced the old governing structure and has existed for only a year. A more collaborative environment now exists. Student involvement is limited to representation in the Committee of College Assessment Committee.</p>   |

|  |  |  |   |
|--|--|--|---|
|  |  |  | GCC reviews its accreditation on a yearly basis. The self-study report is then compiled into an Institutional Master Plan where specific individuals are tasked with implementing the recommendations that were made.   |
|  |  |  | Overall, the BOT appears to be doing its part. Meetings are held regularly, but are reactive rather than proactive with the GCC community. Because GCC received an unsolicited proposal, the BOT opted to issue a "Request for Proposal" to avoid any impropriety.                              |
|  |  |  | The Board of Trustees reviews and approves all policies and procedures based on the institution's mission statement and based on requirements that are designed to improve student learning outcome. Although the BOT reexamined the mission statement periodically, no changes have been made. |
|  |  |  | The Board reviews and approves the Accreditation Self-Study Report. However, members of the Board do not seem to be well-versed on the Commission standards and are not directly involved in the development of the study other than the sign-off of the document.                              |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>The President and his team have worked with other Government of Guam agencies (GPA, GPD, GPSS) to continue to advance the college. The President Has regularly held town hall meetings each semester with students to get their feedback and note concerns. MyGCC has been launched to effectively communicate with all stakeholders.</p> |
|--|--|--|--|



**Theme: Student Learning Outcomes**  
**Analysis from Institutional Self Study of AY 2006-2007**

| Standard 1<br>Institutional Mission and Effectiveness  | Standard 2<br>Student Learning Programs and Services  | Standard 3<br>Resources  | Standard 4<br>Leadership and Governance |
|--|---|--|---|
| <p>AY2006-2007 marks the maturation of the use of the TracDat for program assessment. It's results provides the baseline for dialog and improvement at the institutional and program level. Classroom observations are performed by Deans and Associate Deans.</p> | <p>Curriculum template - Curriculum clearly defines the standard according to program and course.</p> | <p>The Banner Project Training continues for staff and faculty on GCC's new integrated web-based portal system. With the new integrated web-based systems, all GCC students are provided with their own personal email account and access to the portal system where they can register for courses online or get student advisement online. Dr. Ray Somera has develop a plan to obtain student learning outcome electronically.</p> |   |

|   |  |  |  |
|---|--|--|--|
| The two-year program assessment cycle tied to the TracDat assures continuous evaluation and improvement of SLOs. Program advisory committees provides input to remain relevant with occupational skills requirements in the various industries. | GCC uses program documents that include curricula, course syllabi and surveys to assist in strengthening/reinforcing programs. Many students require developmental math and english courses. |  |  |
| The 7th report included various evaluations and reports supporting the status of instructional programs and student services  | With establishment of TAC and the department annual assessment report, Objectives are set and followed through with advisors.  |  |  |
|   | The new program document requires SLO's for programs and new courses. The 7th AIAR outlines a plan to further develop SLOs and tracking of each.   |  |  |
|   | We have established advisory committee meetings twice per school year. The annual assessment report established SLO's criteria.  |  |  |
|   | The programs, curricula, and syllabi define the criteria for their completion.   |  |  |
|   | Curricula, syllabi and program documents deliver methodology to meet student needs. Workshops have been conducted on learning styles.  |  |  |
|   | Many programs use industries standard examination that are current   |  |  |

|  |  |  |  |
|--|--|--|--|
|  | Program documents outline the credits for the course.  |  |  |
|  | Students must follow catalog/department program document. Student achievement is part of the assessment process.   |  |  |
|  | GCC have a general education policy that is clearly stated in its catalog.   |  |  |
|  | General education is required for all programs. Continuing Education offers courses for needs of life long learners.   |  |  |
|  | General education is required for all programs. Continuing Education offers courses for needs of life long learners. The college is studying current Gen Ed policies and requirements. |  |  |
|  | General Education requirements are standardized for all programs   |  |  |
|  | Employer's feedback,Co-Op, Practicum and passing industry certification  |  |  |

|  |   |  |  |
|--|---|--|--|
|  | Course articulation, Registrar's input and Departments' input. Articulation agreements are included in the catalog. |  |  |
|--|---|--|--|

Draft

## Theme: Institutional Commitments

### Analysis from Institutional Self Study of AY 2006-2007

| Standard 1<br>Institutional Mission and Effectiveness  | Standard 2<br>Student Learning Programs and Services   | Standard 3<br>Resources  | Standard 4<br>Leadership and Governance   |
|--|--|--|---|
| To support the mission, the institution pursued implementation of the SunGuard Higher Education System to facilitate an integrated database system for improved services such as on-line registration, financial aid, and a web portal system. Faculty Senate initiated replacing Governance Council. Assessment process cites the mission statement. BOT Board meeting packets include the mission statement. | With establishment of TAC and the department annual assessment report, Objectives are set and followed through with advisors.                          | 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 which is part of the ISMP. The Banner project also supplements the technology support provisions. | To address the ACCJC's concern for the validity of data, an institutional researcher was hired. Projects implemented include: 1. Faculty and administrators salary study, 2. A ten-year perspective of GCC, 3. Addressing the accreditors' concern on Gen Ed Report, and 4. The GCC Fact Book. With the implementation of the MyGCC website (Banner, Luminus) GCC achieved a unified, digital campus.                                     |
|  | Students are given the opportunity to complete their program. No programs have been closed recently. Some under enrolled programs are being monitored. | GCC's mission statement is included for review at every BOT meeting. GCC's budgeting process is supported and approved by the Board of Trustees. Communication and decision-making structures continue to remain effective.  | The President works in concert with the Governance Council and the Faculty Senate to ensure effective leadership in the operational process of the college that involves planning, organizing, budgeting and the selection and development of personnel. The previous President announced his plans for retirement last year but ensured a smooth transition for the incoming president. The new President began her tenure in June 2007. |

|  |   |  |   |
|--|---|--|---|
|  | GCC offers courses throughout micronesia and conform to on campus requirements.   |  | In the interest of clean air and a clean health environment of the college, the President has worked to make GCC a betel nut and tobacco free campus, which has helped make the campus safer, cleaner, and healthier. |
|  | GCC has locally and federally funded programs and services that supports the learning needs of its students. The college also funds part-time tutors for Math and English for students needing help in these areas. |  |   |
|  | GCC has a physical master plan that is ADA complaint. All of GCC's programs and services are accessible to all students.  |  |   |
|  | Service learning is featured in some of GCC's course offerings.   |  |   |
|  | The Center for Student Involvement are infused in the various vocational programs, i.e. Skills USA, DECA, PSTA, etc.  |  |   |
|  | The instructors work with librarians to procure or locate new or existing reference needed for their courses. Also, library orientation is available upon request and specific topic may also be researched.        |  |   |

|  |   |  |  |
|--|---|--|--|
|  | <p>The library supports the standards with the resources and technology available to GCC population during set schedule. Library only had funds to obtain 500 books. Many of those were donations. Also, many periodical subscriptions had to be ended since there were insufficient funds to continue the subscriptions. Library has less books in its collection and does not replace them as often as peer institutions do. Many books are older and there are insufficient funds to replace them. Librarians collaborate with faculty in selecting library materials. When new programs are planned, the library needs to be informed and given adequate funds to support any new programs. This should be part of the college's planning for new programs.</p> |  |  |
|  | <p>The Library Department Chair offers library orientation to instructors and students.</p>   |  |  |
|  | <p>The access and elevator is operational and maintained. Students make use of the facility. There is no direct link to the library webpage from GCC's home webpage. It makes it difficult for students to find the library's webpage. The library's resources can only be accessed through the GCC library webpage.</p>  |  |  |

|  |   |  |  |
|--|---|--|--|
|  | <p>GCC hires a private security company and custodial services. Security is provided 24 hours/seven days a week. The library has a 3m library security system.</p>  |  |  |
|  | <p>GCC has attempted to enter into a formal arrangement with the University of Guam for library and other learning support services resource but has not happened. Economically it is not feasible to enter into a library consortium. At present, it would minimally benefit GCC students.</p> |  |  |



## **Theme: Evaluation, Planning, and Improvements**

### **Analysis from Institutional Self Study of AY 2005-2006**

| <b>Standard 1<br/>Institutional Mission and Effectiveness</b>  | <b>Standard 2<br/>Student Learning Programs and Services</b>  | <b>Standard 3<br/>Resources</b>   | <b>Standard 4<br/>Leadership and Governance</b>  |
|--|---|---|--|
| AIE Office utilizes TracDat to measure program and Institutional Effectiveness. This program will be upgraded in August 2007. The institution conducted various surveys including student satisfaction while facing constraints due to the ongoing implementation of the Banner/Luminis project. | All courses have to go through a process with AAC up to the President via AVP. All programs are assessed on a two-year cycle. | All departments sponsoring workshops 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 department's effectiveness in the institutional assessment report. | To remain competitive in the global search for and retention of qualified college personnel, a proposed salary increase was being developed for inclusion in GCC's 07-08 budget request. |
| BOT once a year reviews the existing mission statement during a regularly held meeting. The mission statement is published on-line and printed in the catalog. Posters of the mission statement are posted around campus at areas visible to constituents.                                       | The Counseling Department, Departments and Faculty refer to the Catalog for advisement & counseling.                          | Human resource planning are incorporated into the Institutional Strategic Master Plan through results of the ACCJC Self-Study Report.   |  |

|   |  |  |  |
|---|--|--|--|
| <p>The mission statement was re-examined and approved as written by BOT during their regularly scheduled meeting.</p>   | <p>The program documents follow a set procedure developed by AAC. 7th AIAR outlines a plan for further SLO development and mapping.</p>                        | <p>The Resource and Budget Committee of the Faculty Senate oversees physical resources and assures the quality that is necessary to support programs and services.</p>   | <p>The BOT did not review its policies and bylaws during this academic year for currency and appropriateness.</p>  |
| <p>The Office of Assessment and Institutional Effectiveness as well as the Institutional Researcher have prepared reports that provide ample evidence of on-going planning, research, and review of college-wide programs. Surveys are regularly conducted assessing programs and effectiveness</p> | <p>GCC's student support programs have a system in place to assess and meet the standard of student support services and are assessed on a two-year cycle.</p> | <p>The Administrative Services Division have 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.</p> | <p>A questionnaire to evaluate the Board's performance was administered several years ago. However, no evaluation was conducted during this academic year.</p>   |
|   | <p>All programs are assessed on a two-year cycle.</p>  | <p>Long-range capital improvement plans are incorporated into then ISMP and reviewed by the Faculty Senate Resource &amp; Budget Committee.</p>  | <p>All financial and business related matters falls under the responsibility of the Vice President of Business and Finance. GCC continues its rating as a low-risk auditee with no questioned costs or unresolved prior year audit findings. However the college's assets decreased due to not receiving its full appropriation from the Guam Legislature.</p> |

|   |   |   |  |
|---|---|---|--|
| <p>The Office of Assessment and Institutional Effectiveness as well as the Institutional Researcher have prepared reports that provide ample evidence of on-going planning, research, and review of college-wide programs. Surveys are regularly conducted assessing programs and effectiveness</p> | <p>7th Annual Institutional Report outcomes are listed on part 5. It is currently done by the department's annual assessment report</p>   | <p>Limited financial resources due to delays in budget allocations from the Guam Legislature have affected planning. Work is on-going.</p>              |  |
| <p>The 7th AIAR report included various evaluations and reports supporting the status of instructional programs and student services</p>  | <p>Programs are evaluated on a two-year cycle and recommendations are noted and changes are made as needed.</p>   | <p>GCC's Technology Plan is now part of the ISMP. The GCC Banner project is also addressing the technology support.</p>                                 |  |
|   | <p>The library conducts continuous assessment of its services and programs and meets standard. Information literacy skills of students participating in bibliographic instruction are assessed. Librarians fulfill instructor's request dependent on need of course and offers suggestions to achieve SLOs of the course.</p> | <p>GCC's TAC committee oversees plans to acquire, maintain, upgrade or replace technology infrastructure and equipment to meet institutional needs.</p> |  |

|  |   |  |  |
|--|---|--|--|
|  | The Counseling Department and other Departments and faculty refer to the catalog for student advisement and counseling. | Per GCC Board Policy, there is a student fee for technology services which is also applied to student labs and activities.   |  |
|  |   | GCC's Technology Plan is incorporated into the Institutional Strategic Master Plan (ISMP). The use and evaluation of technology resources are recorded in the 7th Annual Institution Assessment Report (AIAR). |  |
|  |   | GCC Banner Project had initially slowed institutional work, but now it connects student records with financial records.  |  |
|  |   | Due to Government of Guam delayed releases not meeting GCC's revenue projections, GCC's financial position appears uncertain. GCC continue to work at stabilizing its financial picture.                       |  |

|  |  |  |  |
|--|--|--|--|
|  |  | Due to the tardiness of scheduled releases, GCC has restricted spending, limited hiring, and cut professional training in order to meet its financial obligations. Some tuition fee revenues has been set aside for capital improvement. |  |
|  |  | GCC's Faculty Senate Resource & Budget Committee is included in the institution's financial planning and budget development process.   |  |

## Theme: Organization

### Analysis from Institutional Self Study of AY 2006-2007

| Standard 1<br>Institutional Mission and<br>Effectiveness  | Standard 2<br>Student Learning Programs<br>and Services  | Standard 3<br>Resources  | Standard 4<br>Leadership and<br>Governance  |
|---|--|--|---|
| All reports and volumes of the Annual Institutional Evaluation Reports are published on-line in the GCC website and/or are available in print upon request. Constituent input can be made at various venues such as through the Faculty Senate or via its committees. | GCC provides adequate support services that produce quality student graduate, enrollment into higher learning institution, completion of industry standard programs and membership in national honor society. All services are assessed on a two-year cycle. | GCC's Fact Book indicates that approximately 20% of faculty is adjunct. However, it appears that the percentage of adjunct faculty is not problematic due to the significant number of long-term adjuncts at the institution with the experience and qualification to carryout the programs and services of the college. GCC maintains a sufficient number of staff and administrators to provide the necessary administrative services to support the mission and purpose of the college. | The BOT adopted its handbook, standing committees, and parliamentary procedures. In a joint agreement with the Foundation Board of Governors, the BOT approved an MOU jointly funding the Director of Alumni Relations/Fundrasising. During this academic year, the BOT was not trained on Student Learning Outcomes, the accreditation process, and academic development training. |

|  |  |  |   |
|--|--|--|---|
|  | <p>GCC is in compliance in providing constituents with precise, accurate, and current information regarding its mission, course offerings, programs, services and financial information and meet the standards outlined in B2a, B2b, B2c, and B2d.</p> | <p>GCC's Office of Student Support Services serves as an advisory unit for all student organizations and clubs that represents various programs and ethnic groups. GCC also has an Employees Association and a wellness program to better serve the needs of students and staff. However, the wellness program needs to be updated.</p>                        | <p>The BOT addresses issues related to curriculum, land disputes, public access, and budgeting. Legal matters are held in executive session and are not privy to the public. For two months, the BOT did not meet due to scheduling problems, but remedied the situation by changing the day of meetings.</p> |
|  | <p>Major policies affecting students are covered in the Student Handbook and course catalog. Standard is met.</p>  | <p>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 to all employees. In the past year, the professional fund was restricted due to late deployment of funds from Government of Guam.</p> | <p>The BOT continued its efforts to become better prepared in administering its duties by attending conferences, retreats, and training.</p>  |
|  | <p>Various policies regarding the college may be found in the personnel rules and regulations, Faculty Union Contract, course catalog, Student Handbook and GCC's website.</p>   | <p>Professional development activities are conducted bi-annually for faculty members and various training and workshops are conducted on an annual basis for all employees.</p>  |   |

|  |  |  |  |
|--|--|--|--|
|  |  | The Professional Development Review Committee (PDRC) is responsible for organizing professional development activities to meet the needs of personnel.   |  |
|  |  | Via department meetings, DC/PM monthly reports, department quarterly reports, enrollment data, and external meetings with GCC's satellite schools, the sufficiency, safety and compliance of physical resources are communicated throughout the campus. Some information is available on-line but there is no difference in resource allocation. |  |
|  |  | An accessible, safe, secure, and sufficient educational environment is insured by GCC's commitment to perform the maintenance and custodial obligations per GCC/GPSS MOA even when GPSS does not comply.   |  |
|  |  | All technology related issues are now referred to the GCC Technology Advisory Committee, under the Faculty Senate.   |  |



|  |  |  |  |
|--|--|--|--|
|  |  | <p>GCC continues to implement appropriate measures as needed to meet critical financial situations. Critical shortage of cash flow is a government-wide problem concerning the Bureau of Budget &amp; Management Research (BBMR), the Governor's office, and the Department of Administration.</p> |  |
|--|--|--|--|

**Theme: Institutional Integrity**  
**Analysis from Institutional Self Study of AY 2006-2007**

| <b>Standard 1<br/>Institutional Mission and Effectiveness</b>   | <b>Standard 2<br/>Student Learning Programs and Services</b>  | <b>Standard 3<br/>Resources</b>   | <b>Standard 4<br/>Leadership and Governance</b>  |
|---|---|---|--|
| All significant documents and reports are published via the new college website called MyGCC. Any interested party can view these documents on the website. | Service learning incorporate education with community involvements and need. Student conduct is outlined in the student handbook. | GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services.   | The BOT approved the following: 1. Adoption of Board of Trustees Membership Handbook, 2. Board of Trustees Standing Committees, 3. Parliamentary Procedures at a Glance, based on Robert's Rules of Order. All are available on the website. |
|   |   | GCC has an established criteria, qualifications, and procedures for selection of personnel and are clearly and publicly stated. Faculty Evaluation Committee (FEC) meet every other year. However, meetings have been delayed due to Banner training. | The Code of Ethics adopted in 1994 has not been reviewed. Because the BOT felt that a former Trustee did not act in the best interest of the college, a Resolution of Commendation was not approved for him.                                 |
|   |   | GCC evaluates its faculty and others through faculty performance evaluation, observation guidelines, IFPs, and job specifications.  | The Board of Trustees reviews and approves the selection criteria for president. The Board also evaluates the president's performance based on the goals and accomplishments   |

|  |  |  |   |
|--|--|--|---|
|  |  |  | he/she establishes and accomplished for the college.  |
|  | Documents encompass the mission of GCC and are accurate. | No ethics policy for faculty. Committee on Ethics working on draft ethics policy to cover all employees. Final Code of Ethics policy will be ready next year (2008). | The President ensures the college's administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff are consistent with their work experience and job responsibilities that adequately fit their areas of responsibility. |

|  |   |  |  |
|--|---|--|--|
|  |   | GCC systematically develops policies and procedures that are reviewed and approved by the Board. GCC's personnel policies and procedures are available for information and review through the Human Resource Office. | The President has delegated the Academic Vice President to work along with the Governance 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 support of student learning outcome. Evaluation and planning are assessed in the institutional assessment process which is reported in the Annual Institutional Assessment Report and incorporated in the Institutional Strategic Master Plan. |
|  |   | EEO representatives have regular training to keep up-to-date with employment procedures and policies. GCC is in compliance in all employment procedures.   |  |
|  | All policies are made by the Board of Trustees and Management in coordination with the Faculty Senate and Student Government organizations. Policies are posted online. | All personnel records are locked in a secured file room and are maintain by the Human Resource Office. Employees may have immediate access to their personnel file upon request through HRO.                         |  |

|  |   |  |  |
|--|---|--|--|
|  |   | <p>GCC conducts EEO training to all its employees on an annual basis. The training covers EEO related matters such as EEO policies and procedures. GCC's EEO Representatives ensure policies are followed and that the college is in compliance with EEO related issues.</p> |  |
|  |   | <p>GCC assesses its employment record on equity and diversity on a regular basis. This report is submitted to governing agencies such as the Guam Department of Labor.</p>   |  |
| <p>Catalog an other publication adequately reflect mission statement. Resources sufficient .</p> | <p>Ethics Committee was formed by the new Faculty Senate.</p>   | <p>GCC utilizes an interview panel to assist in hiring the best qualified personnel to fill job vacancies. In the panel an EEO representative is always present to ensure that EEO policies are followed.</p>  |  |
|  | <p>GCC establishes and publishes clear expectations regarding student academic honesty and consequences for dishonesty are explained.</p> | <p>GCC has a grievance procedure in place where employees can file complaints against unfair treatment or dispute. The college encourages employees to use this process to address any issues or concern that they may deem inappropriate.</p>                               |  |

|  |  |   |  |
|--|--|---|--|
|  | GCC does not seek to instill specific beliefs, but does seek to encourage exploration, debate, and informed choices. | GCC's continued focus in ensuring that departments begin and complete informational assessments linked to the institutional budget. GCC is a low risk institution for federal grants.   |  |
|  | Student records are kept in soft and hard copy form in a secured environment.  | GCC continues to provide appropriate responses to all financial inquiries. GCC works closely with auditing firms such as Deloitte & Touche.   |  |
|  |  | GCC provides appropriate financial information throughout the institution via oral, written, and electronic means of communication. GCC adheres to public reporting process and provides monthly financial reports to the Guam Legislature. |  |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>GCC continues to implement appropriate measures as needed to meet critical financial situations. This is a government-wide problem concerning the Bureau of Budget &amp; Management Research (BBMR); the Governor's Office; and the Government of Guam Department of Administration.</p> |  |
|  |  | <p>GCC's budget is approved by the Board of Trustees. Appropriations are approved by the Government of Guam. Non-appropriated funds and federal grants are maintained in the Business Office.</p>   |  |
|  |  | <p>GCC utilizes all of its financial resources that is guided by sound financial judgement and integrity that are in line with the institution's goals and mission</p>  |  |
|  |  | <p>Contract formats are in lined with the college's mission and goals. All contracts are reviewed and approved by the Board of Trustees and signed by the President.</p>  |  |

|  |  |   |  |
|--|--|---|--|
|  |  | The institutional financial management process is assessed and evaluated yearly. Results of assessment and evaluation can be found in the Annual Institution Assessment Report. GCC continues to maintain its excellent audit rating, |  |
|  |  | Each department is required to assess itself on its functions and areas of responsibility. A full assessment report is required to be submitted at the end of each assessment cycle which runs on a yearly basis.                     |  |



# TAB C

## Self-Study Preliminary Findings Worksheets

# Standard 1

*Draft*

| Standard 1: Institutional Mission and Effectiveness  | Key Evidence<br>(List Sources)   | Analysis   | Recommendations    | Code               |
|--|--|--|--------------------|--------------------|
| Standard 1 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 analysis of quantitative and qualitative data in an ongoing and systemic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. | No Response Needed   | No Response Needed   | No Response Needed | No Response Needed |
| 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.   | No Response Needed   | No Response Needed   | No Response Needed | No Response Needed |
| A1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.   | 7th Annual Institutional Report AY2006-2007 Part IV, Rethinking the Program Level Approach to Assessment and Part V, TracDat Patterns<br>Banner/Luminis Project AY2006-2007<br>Institutional-wide Two-year Program Assessment Cycle (Updated Jan. 2007)<br>Institutional Strategic Master Plan AY2006-2007 | AIE Office utilizes TracDat to measure program and Institutional Effectiveness. This program will be upgraded in August 2007. The institution conducted various surveys including student satisfaction while facing constraints due to the ongoing implementation of the Banner/Luminis project. |                    |                    |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>A2. The mission statement is approved by the governing board and published.</p>   | <p>BOT Policy #100; Refer to the Institution's website and on-line catalog and the 2006-2007 Institutional Assessment Report</p>            | <p>BOT once a year reviews the existing mission statement during a regularly held meeting. The mission statement is published in the on-line and printed catalogs. Posters of the mission statement are posted around campus at areas visible to constituents.</p>  |  |  |
| <p>A3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</p> | <p>Board of Trustees meeting minutes, January 25, 2007.</p>   | <p>The mission statement was re-examined and approved as written by BOT during their regularly scheduled meeting.</p>   |  |  |
| <p>A4. The institution's mission is central to institutional planning and decision making.</p>   | <p>GCC's Policy 100 adopted January 25, 2007<br/>Faculty Senate organized and initiated Institutional Strategic Master Plan AY2006-2007</p> | <p>To support the mission, the institution pursued implementation of the SunGuard Higher Education System to facilitate an integrated database system for improved services such as on-line registration, financial aid, and a web portal system. Faculty Senate initiated replacing Governance Council. Assessment process cites the mission statement. BOT Board meeting packets include the mission statement.</p> |  |  |

|  |   |   |                           |                           |
|--|---|---|---------------------------|---------------------------|
| <p>B. 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 demonstrate 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 systemic evaluation and planning to refine its key processes and improve student learning</p> | <p>No Response Needed</p>   | <p>No Response Needed</p>   | <p>No Response Needed</p> | <p>No Response Needed</p> |
| <p>B1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</p>   | <p>7th Annual institutional Report, Part V, TracDat Patterns<br/>GCC Faculty Senate Committee minutes and reports<br/>Institutional Strategic Master Plan<br/>AY2006-2007</p> | <p>AY2006-2007 marks the maturation of the use of the TracDat for program assessment. It's results provide the baseline for dialog and improvement at the institutional and program level. Classroom observations are performed by Deans and Associate Deans.</p> |                           |                           |

|   |  |   |  |  |
|---|--|---|--|--|
| <p>B2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p> | <p>Institutional Strategic Master Plan AY2006-2007<br/>Office of Assessment &amp; Institutional Effectiveness (CCA)<br/>7th Annual Institutional Assessment Report<br/>GCC's two-year Assessment Cycle Schedule (January 2007)</p>   | <p>The two-year program assessment cycle tied to the TracDat assures continuous evaluation and improvement of SLOs. Program advisory committees provides input to remain relevant with occupational skills requirements in the various industries.</p>  |  |  |
| <p>B3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p>                                   | <p>Institutional Strategic Master Plan AY2006-2007, Appendix R ISMP as developed by various divisions, departments, and units.<br/>Appendix E AVP's response to general education assessment at GCC<br/>Effectiveness Survey Report of the GCC Faculty Senate (March 2007)<br/>GCC's Two-Year Assessment Cycle Schedule (January 2007)</p> | <p>All faculty and most staff of the institution are members of a committee to provide analysis of the institution's progress and effectiveness. The AVP and Institutional Researcher are focused on assessing progress to assure an ongoing and systematic approach is followed. Periodic surveys are conducted where its results are measured and published through the ISMP and Self-Evaluation Reports.</p> |  |  |
| <p>B4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>  | <p>BOT Policy #306 provides for the foundation of the institution's assessment. The 7th AIE Report, the TracDat program, and the GCC program assessment template(s).</p>   | <p>All reports and volumes of the Annual Institutional Evaluation Reports are published on-line in the GCC website and/or are available in print upon request. Constituent input can be made at various venues such as through the Faculty Senate or via its committees.</p>  |  |  |

|  |   |  |     |                    |
|--|---|--|-----|--------------------|
| B5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.  | Information is posted in the MyGCC website<br>Hard copies of published reports are kept at a central location managed by the Institutional Researcher and accessible by any constituent<br>Refer to the 7th AIE Report  | All significant documents and reports are published via the new college website called MyGCC. Any interested party can view the documents.   |     |                    |
| B6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. | 7th AIE Report; TracDat; Office of the Institutional Researcher; Office of Assessment and Institutional Effectiveness; implementation of the Faculty Senate and its committees; Institutional Strategic Master Plan AY2006-2007; Implementation of MyGCC and Banner projects.     | The Office of Assessment and Institutional Effectiveness as well as the Institutional Researcher have prepared reports that provide ample evidence of on-going planning, research, and review of college-wide programs. Surveys are regularly conducted assessing programs and effectiveness |     |                    |
| B7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.                      | GCC's Faculty Senate through its various standing committees.<br>GCC faculty contract requires a Faculty Evaluation/Job Specifications Committee<br>Instructional program reviews, learning and student support services status and evaluation are detailed in the 7th AIE Report | The 7th report included various evaluations and reports supporting the status of instructional programs and student services   |     |                    |
| Standard 1: Institutional Mission and Effectiveness<br>Overall, does the College meet this standard?   | No Response Needed  | No Response Needed   | Yes | No Response Needed |

# Standard 2

*Draft*



| Standard 2: Student Learning Programs and Services   | Key Evidence (List Sources) | Analysis           | Recommendations    | Code               |
|--|-----------------------------|--------------------|--------------------|--------------------|
| Standard 2 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. | No Response Needed          | No Response Needed | No Response Needed | No Response Needed |
|  |                             |                    |                    |                    |

|  |   |   |                           |                           |
|--|---|---|---------------------------|---------------------------|
| <p>A. Instructional Programs: The Institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed 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.</p> | <p>No Response Needed</p>                                       | <p>No Response Needed</p>   | <p>No Response Needed</p> | <p>No Response Needed</p> |
| <p>A1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>  | <p>AAD-AIE, Assessment Reports, Academics Affairs Committee</p> | <p>Curriculum template - Curriculum clearly defines the standard according to program and course.</p> |                           |                           |

|  |   |  |  |  |
|--|---|--|--|--|
| A1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. | AAD-AIE, Classroom climate survey, Program Document, Course Curriculum, Course Syllabus, Student Climate Survey | GCC uses program documents that include curricula, course syllabi and surveys to assist in strengthening/reinforcing programs. Many students require developmental math and english courses. |  |  |
| A1.b. The institution utilizes delivery systems and modes of instruction compatible with objectives of the curriculum and appropriate to the current and future needs of its students.   | TAC, Technology User's Group Minutes, Dept. Assessment Report   | With establishment of TAC and the department annual assessment report, Objectives are set and followed through with advisors.  |  |  |
| A1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.   | AAC-Tech Advisory Committee, AAC-Minutes, Student Catalog, Program document/Curriculum                          | The new program document requires SLO's for programs and new courses. The 7th AIAR outlines a plan to further develop SLOs and tracking of each.   |  |  |

|   |   |  |  |                                      |
|---|---|--|--|--------------------------------------|
| <p>A2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p> | <p>AAD/CE, College Catalog 2000-2006, College Annual Reports, College Committee Meeting, College Curriculum</p> | <p>All courses have to go through a process with AAC up to the President via AVP. All programs are assessed on a two-year cycle.</p>   |  |                                      |
| <p>A2.a. 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</p>   | <p>AAD/AAC, AAD-AIE, GFT-BOT 2006-2007 spoke to Barry, Dept. Meetings</p>                                       | <p>The program documents follow a set procedure develop by AAC. 7th AIAR outlines a plan for further SLO development and mapping.</p>  |  |                                      |
| <p>A2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</p>   | <p>Advisory Committee Listing, Dean's Office Advisory Minutes, Climate Survey</p>                               | <p>We have established advisory committee meetings twice per school year. The annual assessment report established SLO's criteria.</p> | <p>There are programs that needs to strengthen their advisory committee.</p> | <p>Fac-Sen, AY06-07, Std 2, A2.b</p> |

|  |   |   |   |                               |
|--|---|---|---|-------------------------------|
| A2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.   | AAD/AAC/TPS/TSS, AAC Committee Meetings, Graduate Completers/Employers Survey, Follow up surveys reports, GCC Catalog | The programs, curricula, syllabi, all these define the criteria for their completion.   |   |                               |
| A2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students  | Curricula, Syllabi and Program Documents  | These documents deliver methodology to meet the students needs. Workshops have been conducted on learning styles.                           | Further training should be offered during Development Day activities. | Fac-Sen, AY06-07, Std 2, A2.d |
| A2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans   | AAD/AAC/TPS/TSS, Annual Assessment Report   | All programs are assessed on a two-year cycle.  |   |                               |
| A2.f. The institution engages in on-going, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. | Annual Assessment Report  | 7th Annual Institutional Assessment Report outcomes are listed on part 5. It's currently done by the department's annual assessment report. |   |                               |

|   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| A2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.   | Course Guide/AAC Committee Meeting | Many programs use industries standard examination that are current.  |  |  |
| A2.h. 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. | Program Documents/Curricula        | The program documents outline the credits for the course.  |  |  |
| A2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.   | Program Documents and GCC Catalog  | Students must follow Catalog/Department Program Document. Student achievement is a part of the assessment process. |  |  |

|   |   |  |  |  |
|---|---|--|--|--|
| <p>A3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.</p> <p>General education has comprehensive learning outcomes for the students who complete it, including the following:</p> | Catalog                                 | The college have a uniform general education policy to support the issue.  |  |  |
| <p>A3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</p>  | General Education, Continuing Ed course | General Ed required for all programs. CE offers courses for needs of life long learners. The college is studying current Gen Ed policies and requirements. |  |  |
| <p>A3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>  | General Education, Continuing Ed course | General Ed required for all programs. CE offers courses for needs of life long learners.   |  |  |

|  |   |   |   |                             |
|--|---|---|---|-----------------------------|
| A3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities includes an appreciation of ethical principles; civility and interpersonal skills; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. | Community Base Learning, Service Learning | Service learning incorporate education with community involvements and need. Student conduct is outlined in the Student Handbook. |   |                             |
| A4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.   | Advisory Committee-local & Government     | Advisory committees meets a minimum of twice per school year. Gen Ed requirements are standardized for all programs.              | 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. | Fac-Sen, AY06-07, Std 2, A4 |
| A5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.  | Annual Assessment, Program Document       | Employer's feedback/co-op/practicum/passing industries certification are used to determine students' job readiness skills.        |   |                             |



|   |  |  |  |                                   |
|---|--|--|--|-----------------------------------|
| <p>A6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>                                | <p>Admission &amp; Registration, GCC Catalog, Syllabus, Course guide</p> | <p>Information about educational courses, programs and services, and transfer credits are clearly stated in the college catalog. More work is planned to expand SLO communication.</p> |  |                                   |
| <p>A6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission</p> | <p>Evaluation, Degree Audit, Catalog</p>                                 | <p>Course articulation, Registrar's input, and Department's input. Articulation agreements are included in the catalog.</p>  | <p>GCC needs to evaluate articulation agreements periodically to ensure they are appropriate to the college's mission.</p> | <p>AAD, AY 06-07, Std 2, A6.a</p> |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>A6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>  | <p>Catalog</p>   | <p>Students are given the opportunity to complete their program. No programs have been closed recently. Some under-enrolled programs are being monitored.</p>                      |  |  |
| <p>A6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</p> | <p>Catalog, Course Guide, Syllabus, GCC Website</p>                      | <p>GCC represents itself clearly and accurately through its published public documents and through its website. These documents encompass the mission of GCC and are accurate.</p> |  |  |
| <p>A7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</p>                                 | <p>AAD, Copsa, Student Support, TPS/TSS Deans, BOT, Student Handbook</p> | <p>All policies are made by BOT/Management in conjunction with the Faculty Senate and student government organizations. Policies are posted online.</p>                            |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| A7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.  | GFT contract & GCC Catalog, Ethics Committee's proposed ethics policy. | The Faculty Senate have newly formed an Ethics Committee and a draft ethics policy has been developed and being circulated to the college community for review and input. All GCC published documents are accurate and encompasses the mission of GCC. |  |  |
| A7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.   | Student Handbook pg 14, GCC Catalog                                    | The Student Handbook clearly explains the policy, procedures & consequences for student academic dishonesty.   |  |  |
| A7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs for worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. | BOT & Union contract-GFT, Ethics Committee                             | GCC utilizes Faculty Evaluation and Student Climate Survey to ensure that codes of conduct are being adhered to. GCC does not seek to instill specific beliefs, but does seek to encourage exploration, debate, and informed choices.                  |  |  |
| A8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission Policies.   | CE-MOA   | Courses have been offered throughout Micronesia and conform to on campus requirements.   |  |  |
|   |  |  |  |  |

|   |                                |   |                    |                    |
|---|--------------------------------|---|--------------------|--------------------|
| <p>B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p> | No Response Needed             | No Response Needed  | No Response Needed | No Response Needed |
| <p>B1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</p>   | Trio, Project Aim, Copsa       | <p>GCC provides adequate support services that produce quality student graduate, enrollment into higher learning institution, completion of industry standard programs and membership in national honor society. All services are assessed on a two-year cycle.</p> |                    |                    |
| <p>B2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</p>  | GCC Catalog/Electronic Catalog | <p>GCC is in compliance in providing constituents with precise, accurate, and current information regarding its mission, course offerings, programs, services and financial information and meet the standards outlined in B2a, B2b, B2c, and B2d.</p>              |                    |                    |

|  |   |   |  |  |
|--|---|---|--|--|
| B2.a. General Information: Official name, Address(es), Telephone Number(s), and Web Site Address of the Institution; Educational Mission; Course, Program, and Degree Offerings; Academic Calendar and Program Length; Academic Freedom Statement; Available Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty; Names of Governing Board Members. | GCC Catalog/Electronic Catalog                    | GCC is in compliance with the standard as stated.   |  |  |
| B2.b. Requirements: Admission; Student Fees and Other Financial Obligations; Degree, Certificates, Graduation and Transfer.  | GCC Catalog                                       | GCC is in compliance with the standard as stated.   |  |  |
| B2.c. Major Policies Affecting Students: Academic Regulations, including Academic Honesty; Nondiscrimination; Acceptance of Transfer Credits; Grievance and Complaint Procedures; Sexual Harassment; Refund of Fees.   | BOT, Union Contract, catalog and student handbook | Major policies affecting students are covered in the Student Handbook and course catalog. Standard is met.  |  |  |
| B2.d. Locations or publications where other policies may be found.   | BOT, Union Contract, catalog and student handbook | Various policies regarding the college may be found in the personnel rules and regulations, Faculty Union Contract, course catalog, Student Handbook and GCC's website. |  |  |

|   |   |   |  |  |
|---|---|---|--|--|
| B3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.   | Trio, Career Placement, Project Aim, Accommodative Services, Tutoring | GCC has locally and federally funded programs and services that supports the learning needs of its students. The college also funds part-time tutors for Math and English for students needing help in these areas. |  |  |
| B3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.                             | Accommodative Service, Career Placement                               | GCC has a physical master plan that is ADA compliant. All of GCC's programs and services are accessible to all students.  |  |  |
| B3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.  | General Education Courses & GCC Catalog                               | General Education description is in the catalog. Service Learning is also featured in some courses.   |  |  |
| B3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. | Catalog   | The Counseling Department, Departments and Faculty refer to the Catalog for advisement & counseling.  |  |  |

|  |   |  |  |  |
|--|---|--|--|--|
| B3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.  | Student Support, Trio, Project Aim, Center for Student involvement & Copsa. | The Center for Student Involvement are infused in the various Vocational Programs, Skills USA, Deca, PSTA, etc.  |  |  |
| B3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.  | Department Assessment Report, AAC, AAD, Deans-TPS, TSS                      | Programs are evaluated on a two-year and recommendations are noted and changes are made as needed.   |  |  |
| B3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.                             | Registration & Admissions, File Room  | All personnel records are locked in a secured file room and are maintain by the Human Resource Office. Employees may have immediate access to their personnel file upon request through HRO. |  |  |
| B4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement | Trio, Project Aim, Student & Program Survey, Climate Survey, 7th AIAR       | GCC's student support programs have a system in place to assess and meet the standard of student support services and are assessed on a two-year cycle.                                      |  |  |
|  |   |  |  |  |

|   |   |   |                           |                           |
|---|---|---|---------------------------|---------------------------|
| <p>C. Library and Learning Support Services: Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p> | <p>No Response Needed</p>   | <p>No Response Needed</p>   | <p>No Response Needed</p> | <p>No Response Needed</p> |
| <p>C1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>  | <p>Program &amp; Curriculum Document, Library Assessment Report, Lani Gamble-Associate Professor, Christen Matson-Library Department Chair Bibliographic Instruction and Reference Librarian.</p> | <p>The instructors work with librarians to procure or locate new or existing reference needed for their courses. Also library orientation is available upon request and specific topic may also be researched. The standard is met.</p> |                           |                           |



|  |  |   |  |                                  |
|--|--|---|--|----------------------------------|
| <p>C1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</p> | <p>Library/Resource Room</p>   | <p>The library supports the standards with the resources and technology available to GCC population during set schedule. Library only had funds to obtain 500 books, many of those were donations. Also, many periodical subscriptions had to be ended, since there were insufficient funds to continue the subscriptions. Library has less books in its collection and does not replace them as often as peer institutions. Many books are older and there insufficient funds to replace them. Librarians collaborate with faculty in selecting library materials. When new programs are planned, the library needs to be informed and given adequate funds to support any new programs. This should be part of the college's planning for new programs.</p> | <p>GCC needs to provide the library with at least one additional staff FTE. 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.</p> | <p>AAD, AY06-07, Std 2, C1.a</p> |
| <p>C1.b.The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</p>   | <p>Christine Matson is the Library Department Chair Bibliographic Instruction and Reference Librarian. Emails/dialogue w/instructors</p> | <p>The Library Department Chair offers library orientation to instructors and students. The library exceeds the standard,</p>   |  |                                  |

|   |  |  |  |                                  |
|---|--|--|--|----------------------------------|
| <p>C1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</p> | <p>Personnel, Established hours of operation, ADA compliance</p>   | <p>The access &amp; elevator is operational and maintained. Students make use of the facility. There is no direct link to the library webpage from GCC's home webpage. It makes it difficult for students to find the library's webpage. The library's resources can only be accessed through the GCC Library webpage.</p> | <p>Library hours may be dependent on personnel staff. GCC should find the funds to upgrade the library system software. Library needs a minimum of one additional FTE to accommodate the needs of the library and the students. The library needs this in order to maintain current hours.</p> | <p>AAD, AY06-07, Std 2, C1.c</p> |
| <p>C1.d. The institution provides effective maintenance and security for its library and other learning support services.</p>   | <p>Private Security &amp; Custodial, via telephone conversation spoke to Bill Melendez, Student Support Administration</p> | <p>GCC hires a private security company and custodial services. Security is provided 24 hours/seven days a week. The library has a 3m library security system.</p>   |  |                                  |

|   |   |   |   |  |
|---|---|---|---|--|
| <p>C1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.</p> | <p>Robert Neff is Technical Services Librarian and responsible for database and systems management.</p>               | <p>GCC has attempted to enter into a formal arrangement with the UOG, but this has not happened. Economically it is not feasible to enter into a library consortium. At this time, it would minimally benefit GCC Students.</p>   | <p>No action required at this time.</p> |  |
| <p>C2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>   | <p>Library assessment report, library surveys of faculty and students; Christine Matson, Library Department Chair</p> | <p>The library conducts continuous assessment of its services and programs. The standard is being met. Information literacy skills of students participating in bibliographic instruction are assessed. Librarians fulfill instructor's request dependent on need of course and offers suggestions to achieve SLO's of the course. The standard is met.</p> |   |  |

|   |                    |                    |  |                    |
|---|--------------------|--------------------|--|--------------------|
| Standard 2: Student Learning Programs and Services<br>Overall, does the College meet this standard? | No Response Needed | No Response Needed | With the exception of the mentioned recommendations the committee feels that the college met the standard. | No Response Needed |
|   |                    |                    |  |                    |

Draft

# Standard 3

*Draft*

| Standard 3: Resources  | Key Evidence<br>(List Sources)  | Analysis  | Recommendations    | Code               |
|--|---|---|--------------------|--------------------|
| Standard 3 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 institutional effectiveness   | No Response Needed  | No Response Needed  | No Response Needed | No Response Needed |
| 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 systematically, and are 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. | No Response Needed  | No Response Needed  | No Response Needed | No Response Needed |
| A1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services  | Human Resources Office<br>Employment Application<br>Resume<br>Transcripts<br>Professional Certification | GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services. |                    |                    |

|   |   |   |  |                                       |
|---|---|---|--|---------------------------------------|
| <p>A1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p> | <p>Job announcements &amp; descriptions<br/>GCC's Personnel Rules &amp; Regulations<br/>Job specifications<br/>Department Chair interview<br/>Transcripts</p> | <p>GCC's Human Resource Office works closely with the college's Faculty Evaluation Committee in the selection and hiring of new faculty members. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for both faculty and staff. The Faculty Evaluation Committee (FEC) meet every other year. However, meetings have been delayed due to Banner Training.</p> | <p>Faculty Evaluation Committee should get back on track of meeting every other year as soon as Banner Training ends, Jan 1, 2008.</p> | <p>FAC-SEN, AY 06-07, Std 3, A1.a</p> |
|---|---|---|--|---------------------------------------|

|  |  |  |  |  |
|--|--|--|--|--|
| <p>A1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p> | <p>Performance evaluation of faculty at the end of each year<br/>Article XIII (Performance Appraisal)<br/>Staff &amp; Administration performance evaluation in Personnel Rules &amp; Regulations</p> | <p>The Faculty Evaluation Committee (FEC) meet alternate years to review faculty performance.<br/>Dr. Somera in collaboration with off-island company, DEA has initiated a survey for administrator, President, and Board of Trustees.<br/>Some of the processes delayed because of Banner Training.</p> | <p>FEC to get back on track when Banner Training ends Jan 1, 2008.</p> |  |
| <p>A1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>  | <p>Faculty Performance Evaluation, (Observation Guidelines, Appendix A-7 makes less subjective)<br/>IFP<br/>Job Specifications</p>   | <p>GCC evaluates its faculty and others through faculty performance evaluation, observation guidelines, IFPs, and job specifications.</p>  |  |  |
| <p>A1.d. The institution upholds a written code of professional ethics for all of its personnel.</p>   | <p>Written policy at HR for staff &amp; administrators</p>   | <p>No ethics policy for faculty. Committee on Ethics working on draft ethics policy to cover all employees. Final Code of Ethics Policy will be ready for next year.</p>   |  |  |



|   |   |   |  |                                  |
|---|---|---|--|----------------------------------|
| <p>A2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.</p> | <p>Fact Book pg 6, 17.8% of faculty is part-time</p>  | <p>GCC's Fact Book indicates that approximately 20% of faculty is adjunct. However, it appears that the percentage of adjunct faculty is not problematic due to the significant number of long-term adjuncts at the institution with the experience and qualification to carryout the programs and services of the college. GCC maintains a sufficient number of staff and administrators to provide the necessary administrative services to support the mission and purpose of the college.</p> | <p>Continue to advertise and hire full-time faculty. Create a pool of qualified faculty candidates in order to quickly fill much needed faculty vacancies.</p> | <p>BFD-HRO, AY06-07,Std3, A2</p> |
| <p>A3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</p>   | <p>Personnel Rules &amp; Regulations<br/>Faculty and Board Agreement<br/>Board Policies<br/>Administrative Directives<br/>EEO Representatives</p> | <p>GCC systematically develops policies and procedures that are reviewed and approved by the Board. GCC's personnel policies and procedures are available for information and review through the Human Resource Office.</p>   |  |                                  |
| <p>A3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.</p>  | <p>EEO<br/>Affirmative Action Policy<br/>Civil Service Commission for staff</p>   | <p>EEO representatives have regular training to ensure being up to date with policies. GCC is in compliance in all employment procedures.</p>   |  |                                  |

|  |  |  |  |                              |
|--|--|--|--|------------------------------|
| A3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her records in accordance with law. | Personnel records are locked and secured in File Room, 1st floor, Student Services Bldg, HR facility | All personnel records are locked in a secured file room and are maintained by the Human Resource Office. Employees may have immediate access to their personnel file upon request through HRO.   |  |                              |
| A4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.                      | Affirmative Action Program<br>IPED's   | GCC conducts EEO training to all its employees on an annual basis. The training covers EEO related matters such as EEO policies and procedures. GCC's EEO Representatives ensure policies are followed and that the college is in compliance with EEO related issues.  |  |                              |
| A4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.  | Employee Association<br>Wellness Program   | GCC's Office of Student Support Services serves as an advisory unit for all student organizations and clubs that represents various programs and ethnic groups. GCC also has an Employees Association and a wellness program to better serve the needs of students and staff. However, the wellness program needs to be updated. | Discuss with Allied Health Department how to best update the college's Wellness Program. | BFD-HRO, AY06-07, Std3, A4.a |
| A4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.  | Affirmative Action Program<br>Annual EEO Reports submitted to Department of Labor                    | GCC assesses its employment record on equity and diversity on a regular basis. This report is submitted to governing agencies such as the Guam Department of Labor.  |  |                              |

|  |  |   |  |                            |
|--|--|---|--|----------------------------|
| A4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.  | Professional Development Day includes training on issues such as sexual harassment   | GCC has a grievance procedure in place where employees can file complaints against unfair treatment or dispute. The college encourages employees to use this process to address any issues or concern that they may deem inappropriate.   |  |                            |
| A5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. | Faculty Professional Development Committee<br>Faculty Professional Development fund<br>Staff development programs<br>Administration handled through President's Office | 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 to all employees. In the past year, the professional development fund was restricted due to late deployment of funds from Government of Guam. | Re-implement professional development funds as soon as possible. | BFD-HRO, AY06-07, Std3, A5 |
| A5.a The institution plans professional development activities to meet the needs of its personnel.   | Professional Development Day is implemented twice annually.  | Professional development activities are conducted bi-annually for faculty members and various training and workshops are conducted on an annual basis for all employees.  |  |                            |

|   |   |   |                    |                    |
|---|---|---|--------------------|--------------------|
| A5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.  | Evaluation by participants on Professional Development Days   | All departments sponsoring workshops 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 department's effectiveness in the institutional assessment report. |                    |                    |
| A6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.  | Self-Assessment by HR   | Human resource planning are incorporated into the Institutional Strategic Master Plan through results of the ACCJC Self-Study Report.   |                    |                    |
|   |   |   |                    |                    |
| 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. | No Response Needed  | No Response Needed  | No Response Needed | No Response Needed |
| B1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.  | Monthly DC/PM reports. GCC/GPSS MOA. Division/School Quarterly Reports. Departmental meeting minutes. | Via department meetings, DC/PM monthly reports, department quarterly reports, enrollment data, and external meetings with GCC's satellite schools, the sufficiency, safety and compliance of physical resources are communicated throughout the campus. Some                              |                    |                    |

|  |  |   |   |                            |
|--|--|---|---|----------------------------|
|  |  | information is available on-line but there is no difference in resource allocation.   |   |                            |
| B1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.   | GCC Physical Master Plan. GCC Faculty Senate website:<br><a href="http://www.guamcc.edu/Faculty_Senate">http://www.guamcc.edu/Faculty_Senate</a> | The Resource and Budget Committee of the Faculty Senate oversees physical resources and assures the quality that is necessary to support programs and services.   |   |                            |
| B1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.                            | GCC's Procurement Manual. GCC/GPSS MOA.  | An accessible, safe, secure, and sufficient educational environment is insured by GCC's commitment to perform the maintenance and custodial obligations per GCC/GPSS MOA even when GPSS does not comply.          |   |                            |
| B2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. | Assessment reports. Administrative Services Division Reports. GCC Fact Book, Vol. I, Fall 2007.  | The Administrative Services Division have 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. | 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 |

|  |   |   |   |                              |
|--|---|---|---|------------------------------|
| B2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment  | Administrative Services Division Reports. GCC 7th AIA Report. Assessment Reports.         | Long-range capital improvement plans are incorporated into the ISMP and reviewed by the Faculty Senate Resource & Budget Committee. | Continue assessment of funding from Compact-Impact Agreement - also consider the GCC Foundation as a resource in planing long-range capital improvement projects. | FAC-SEN, AY06-07, Std3, B2.a |
| B2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. | Assessment reports. GCC Fact Book, Vol. I, Fall 2007. Status of FY 2007 Allotment Report. | Limited financial resources due to delays in budget allocations from the Guam Legislature have affected planning. Work is ongoing.  | 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.              | No Response Needed  | No Response Needed  | No Response Needed  | No Response Needed           |

|  |   |  |   |                              |
|--|---|--|---|------------------------------|
| C1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. | GCC Faculty Senate - Technology Advisory Committee (TAC). GCC 7th AIA Report. | 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 which is part of the ISMP. The Banner project also supplements the technology support provisions. |   |                              |
| C1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation, and effectiveness of the institution.                         | MyGCC Project. GCC Senate TAC.  | All technology related issues are now referred to the GCC Technology Advisory Committee, under the Faculty Senate.   | GCC's Senate TAC should periodically assess and evaluate technology related issues that may hinder the effectiveness of the college's operation.  | FAC-SEN, AY06-07, Std3, C1.a |
| C1.b. The institution provides quality training in the effective application of its information technology to students and personnel.  | GCC 7th AIA Report.   | The Banner Project Training continues for staff and faculty on GCC's new integrated web-based portal system. With the new integrated web-based systems, all GCC students are provided with their own personal email account and access to the portal system where they can register for courses online or get student advisement online. Dr. Ray   | The Banner Project is not a painless one but is an investment now for future improvement/excellence. The college needs to develop a system to step up the pace in completing the Banner Project | FAC-SEN, AY06-07, Std3, C1.b |

|   |   |  |  |                             |
|---|---|--|--|-----------------------------|
|   |   | Somera has develop a plan to obtain student learning outcome electronically.   | training modules.  |                             |
| C1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.  | GCC Faculty Senate TAC. Assessment Reports.         | GCC's TAC committee oversees plans to acquire, maintain, upgrade or replace technology infrastructure and equipment to meet institutional needs.   | 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, C1c |
| C1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.  | GCC 7th AIA Report.                                 | Per GCC Board Policy, there is a student fee for technology services which is applied to student labs/activities.  |  |                             |
| C2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. | GCC 7th AIA Report. GCC Fact Book, Vol. I. GCC TAC. | GCC's Technology Plan is incorporated into the Institutional Strategic Master Plan (ISMP). The use and evaluation of technology resources are recorded in the 7th Annual Institution Assessment Report (AIAR). |  |                             |
|   |   |  |  |                             |



|   |   |   |   |                          |
|---|---|---|---|--------------------------|
| 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. | No Response Needed                          | No Response Needed  | No Response Needed  | No Response Needed       |
| D1. The institution relies upon its mission and goals as the foundation for financial planning.   | GCC Board of Trustees (BOT) Reports.        | GCC's mission statement is included for review at every BOT meeting. GCC's budgeting process is supported and approved by the BOT. Communication and decision-making structures continue to remain effective. |   |                          |
| D1.a. Financial planning is integrated with and supports all institutional planning.  | GCC Assessment website. GCC 7th AIA Report. | GCC Banner Project had initially slowed institutional work but now it connects student records with financial records.  | Departments/divisions should continue work at linking assessment and evaluation of financial projections to the planning process. | AAD, AY06-07, Std3, D1.a |

|  |   |  |  |                              |
|--|---|--|--|------------------------------|
| D1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.   | BOT Financial Statements.<br>Departmental Budget Requests.              | Due to Government of Guam delayed releases of appropriated funds, GCC has not met its revenue projections. GCC's financial position appears uncertain. GCC continue to work at stabilizing the financial picture.                        | GCC should develop contingency plans to address financial uncertainties when they arise.                                 | BFD, AY06-07, Std3, D1.b     |
| D1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.                                | GCC 7th AIA Report. ISMP. Advisory Committee Reports.                   | Due to the tardiness of scheduled releases, GCC has restricted spending, limited hiring, and cut professional training in order to meet its financial obligations. Some tuition fee revenues has been set aside for capital improvement. | GCC should continue to work aggressively at stabilizing the college's financial picture.                                 | BFD, AY06-07, Std3, D1.c     |
| D1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.               | GCC Senate RBC Reports. Business & Finance Reports. Department Reports. | GCC's Faculty Senate Resource & Budget Committee is included in the institution's financial planning and budget development.   | GCC should expand participation in its financial planning and budget development process to all interested stakeholders. | FAC-SEN, AY06-07, Std3, D1.d |
| D2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. | Audit Reports. GCC Senate RBC Reports. GCC BOT Reports.                 | GCC's continued focus is on ensuring that departments begin and complete informational assessments linked to the institutional budget. GCC is a low-risk institution for federal grants.   | GCC should develop a 5-year financial plan based assessment results and recommendations.                                 | BFD, AY06-07, Std3, D2       |

|  |  |   |  |                          |
|--|--|---|--|--------------------------|
| D2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | GCC 7th AIA Report. GCC Fact Book, Vol. I. Audit Reports.            | GCC continues to provide appropriate responses to all financial inquiries. GCC works closely with auditing firms such as Deloitte & Touche.   |  |                          |
| D2.b. Appropriate financial information is provided throughout the institution.  | GCC 7th AIA Report. GCC Fact Book, Vol. I. GCC Assessment Website.   | GCC provides appropriate financial information throughout the institution via oral, written, and electronic means of communication. GCC adheres to public reporting process and provides monthly financial reports to the Guam Legislature.   |  |                          |
| D2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.   | Department Budget Reports. GCC 7th AIA Report.                       | GCC continues to implement appropriate measures as needed to meet critical financial situations. Critical shortage of cash flow is a government-wide problem concerning the Bureau of Budget & Management Research (BBMR), the Governor's office, and the Department of Administration. | Implement appropriate measures to meet critical financial situations and continue to monitor critical cash shortages on a regular basis. | BFD, AY06-07, Std3, D2.c |
| D2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.   | GCC Institutional Self-Study Report. BOT Report. GCC 7th AIA Report. | GCC's budget is approved by the Board of Trustees. Appropriations are approved by the Government of Guam. Non-appropriated funds and federal grants are maintained in the Business Office.  | Continue with the assessment of budget processes in order to practice effective financial oversight.                                     | BFD, AY06-07, Std3, D2.d |

|  |   |   |  |                            |
|--|---|---|--|----------------------------|
| D2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.                               | Audit Reports.  | GCC utilizes all of its financial resources that is guided by sound financial judgement and integrity that are in line with the institution's goals and mission   |  |                            |
| D2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. | GCC Memorandum of Understanding/Memorandum of Agreement (MOU/MOA). Financial Reports. | Contract formats are in lined with the college's mission and goals. All contracts are reviewed and approved by the Board of Trustees and signed by the President.   |  |                            |
| D2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.  | Budget & Finance Reports. ISMP.   | The institutional financial management process is assessed and evaluated yearly. Results of assessment and evaluation can be found in the Annual Institution Assessment Report. GCC continues to maintain its excellent audit rating. |  |                            |
| D3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.  | GCC Institutional Self-Study Report. GCC 7th AIA Report.                              | GCC's Faculty Senate Resource & Budget Committee is included in the institution's financial planning and budget development process.  | Continue to improve the reporting mechanism of the GCC Faculty Senate on financial and budget related matters. | FAC-SEN, AY06-07, Std3, D3 |

|  |                    |                    |   |                    |
|--|--------------------|--------------------|---|--------------------|
| Standard 3: Resources<br>Overall, does the College meet this standard? | No Response Needed | No Response Needed | Yes, despite late releases by the Government of Guam. | No Response Needed |
|--|--------------------|--------------------|---|--------------------|

# Standard 4

| Standard 4: Leadership and Governance  | Key Evidence (List Sources) | Analysis           | Recommendations    | Code               |
|--|-----------------------------|--------------------|--------------------|--------------------|
| Standard 4 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. | No Response Needed          | No Response Needed | No Response Needed | No Response Needed |
| A. Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.  | No Response Needed          | No Response Needed | No Response Needed | No Response Needed |

|   |   |  |   |  |
|---|---|--|---|--|
| <p>A1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p> | <p>BOT 10-3-07 minutes, 6th Annual Assessment Report, 7th Annual Institutional Report</p>                     | <p>To address the ACCJC's concern for the validity of data, an institutional researcher was hired. Projects implemented include: 1. Faculty and administrators salary study, 2. A ten-year perspective of GCC, 3. Addressing the accreditors' concern on Gen Ed Report, and 4. The GCC Fact Book. With the implementation of the MyGCC website (Banner, Luminus) GCC achieved a unified, digital campus.</p> |   |  |
| <p>A2. The institution establishes and implements a written policy for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>   | <p>BOT 8-15-07 minutes, Year End Report for the Professional Ethics Committee, Self-Study Report AY 50-06</p> | <p>With the adoption of the Faculty Senate, a more formal organization for faculty participation in shared governance was created. However, this mechanism precludes staff and student participation. The institution-wide Ethics document was at draft from the Professional Ethics Committee. Students have still not been included in the accreditation process.</p>                                      | <p>A mechanism for staff and student participation in shared governance must also be created. Although it has been discussed for years, no action has been taken. Evaluation on the effectiveness of the faculty senate must continue since the Senate was still in its formative year. Student involvement on accreditation teams and other major college plans and decision making needs to increase.</p> | <p>Fac-Sen, AY 03-04, 06-07, Std 4, A2</p> |



|  |  |   |  |                                    |
|--|--|---|--|------------------------------------|
| <p>A2.a. Faculty and administrators have a substantive and clearly defined role in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</p> | <p>7th Annual Institutional Assessment Report, Self-Study Report AY 05-06</p>  | <p>To remain competitive in the global search for and retention of qualified college personnel, a proposed salary increase was being developed for inclusion in GCC's 07-08 budget request.</p>   | <p>Should the salary increase proposal not be approved with the GCC 07-08 budget, it should be included in the 08-09 budget.</p>   | <p>BFD, AY06-07, Std 4, A2.a</p>   |
| <p>A3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>    | <p>7th Annual Institutional Assessment Report, Website (<a href="http://www.guamcc.edu/facultysenate">www.guamcc.edu/facultysenate</a>);<br/>The Effectiveness Survey Report of the GCC Faculty Senate</p> | <p>The newly created Faculty Senate replaced the old governing structure and has existed for only a year. A more collaborative environment now exists. Student involvement is limited to representation in the Committee of College Assessment Committee.</p> | <p>Evaluation of the Faculty Senate must be done yearly. Student representation should be added to the following committees: TAC, Accreditation Standards, and Gen Ed.</p> | <p>Fac-Sen, AY06-07, Std 4, A3</p> |

|  |  |  |   |                                  |
|--|--|--|---|----------------------------------|
| <p>A4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.</p> | <p>ISMP, Faculty Union Contract, 7th Annual Institutional Report</p> | <p>GCC reviews its accreditation on a yearly basis. The self-study report is then compiled into an Institutional Master Plan where specific individuals are tasked with implementing the recommendations that were made.</p> | <p>The ISMP must be better supported by key college administrators and all entities must comply with the submission of their reports.</p> | <p>Pres, AY 06-07, Std 4, A4</p> |
|  |  |  |   |                                  |
| <p>B. Board and Administrative Organization: In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the districts/system and the colleges.</p>                            | <p>No Response Needed</p>  | <p>No Response Needed</p>  | <p>No Response Needed</p>   | <p>No Response Needed</p>        |

|   |  |   |  |  |
|---|--|---|--|--|
| <p>B1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</p> | <p>7th Annual Institutional Assessment Report, BOT Minutes 8-1-06, ACCJC Team Report</p> | <p>The BOT adopted its handbook, standing committees, and parliamentary procedures. In a joint agreement with the Foundation Board of Governors, the BOT approved an MOU jointly funding the Director of Alumni Relations/Fundraising. During this academic year, the BOT was not trained on Student Learning Outcomes, the accreditation process, and academic development training.</p> | <p>After the Board adopts its recently revised manual, it should engage in a review of Board Policies if and when appropriate. Once the Alumni Relations Director is selected, an alumni network must be established. Additionally, this person will raise funds needed for the college in particular, the new Allied Health Building. The BOT must be trained on Student Learning Outcomes, Assessment, and other accreditation related issues.</p> | <p>BOT, AY 04-05, 06-07, Std 4, B1</p> |
| <p>B1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</p>  | <p>BOT Minutes 7-5-07</p>  | <p>Overall, the BOT appears to be doing its part. Meetings are held regularly, but are reactive rather than proactive with the GCC community. Because GCC received an unsolicited proposal, the BOT opted to issue a "Request for Proposal" to avoid any impropriety.</p>   | <p>BOT members should participate in meetings scheduled by the Department of Defense concerning the military buildup on Guam.</p>  | <p>BOT, AY 06-07, Std 4, B1.a</p>      |

|   |                                     |  |  |                                   |
|---|-------------------------------------|--|--|-----------------------------------|
| B1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. | BOT Minutes 5-3-07                  | Although the BOT reexamined the mission statement, no changes were made because none were recommended.   | The mission statement must be thoroughly reviewed by the Senate and BOT to reflect the changing economic, social, and political environment on Guam. | BOT, AY 04-05, 06-07, Std 4, B1.b |
| B1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.  | BOT Minutes AY 06-07, Jan. 25, 2007 | The BOT addresses issues related to curriculum, land disputes, public access, and budgeting. Legal matters are held in executive session and are not privy to the public. For two months, the BOT did not meet due to scheduling problems, but remedied the situation by changing the day of meetings. |  |                                   |
| B1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.  | BOT Minutes 8-1-06                  | The BOT approved the following: 1. Adoption of Board of Trustees Membership Handbook, 2. Board of Trustees Standing Committees, 3. Parliamentary Procedures at a Glance, based on Robert's Rules of Order. All are available on the website.   |  |                                   |

|  |  |   |  |                                   |
|--|--|---|--|-----------------------------------|
| B1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.                  | 7th AIAR Report pg 26                      | The BOT did not review its policies and bylaws during this academic year for currency and appropriateness.  | The BOT must review its policies.  | BOT, AY 04-05, 06-07, Std 4, B1.e |
| B1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. | 7th Annual Institutional Assessment Report | The BOT continued its efforts to become better prepared in administering its duties by attending conferences, retreats, and training.                   | Protocols for new member orientation and training must be established. The BOT must hold at least one retreat every year for greater familiarity with ACCJC accreditation standards, assessment terminology, and institutional assessment processes. | BOT, AY 03-04, 06-07, Std 4.B1.f  |
| B1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.                             | BOT Minutes, Interview with BOT Secretary  | A questionnaire to evaluate the Board's performance was administered several years ago. However, no evaluation was conducted during this academic year. | The BOT must review its evaluation methodology, implement the assessment tool, and publish its findings.   | BOT, AY 03-04, 06-07, Std 4, B1.g |

|   |  |  |  |                                   |
|---|--|--|--|-----------------------------------|
| B1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code, | BOT Minutes, 5-3-2007                      | The Code of Ethics adopted in 1994 has not been reviewed. Because the BOT felt that a former Trustee did not act in the best interest of the college, a Resolution of Commendation was not approved for him.                                     | The Code of Ethics must be updated as part of the Board's policy review process.   | BOT,AY 04-05, 06-07,Std 4, B1.h   |
| B1.I. The governing board is informed about and involved in the accreditation process.  | 7th Annual Institutional Assessment Report | The Board approved the accreditation self-study. However, members of the Board did not seem to be well versed on the Commission standards and are not directly involved in the development of the study other than the sign-off of the document. | The BOT should include in its retreat agenda a review process to discuss accreditation issues more systematically, thoroughly, and in a timely manner. | BOT, AY 04-05, 06-07, Std 4, B1.I |

|   |   |   |  |                                 |
|---|---|---|--|---------------------------------|
| <p>B1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.</p> <p>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p> | <p>BOT Minutes 9-5-2006, Interview with the Vice President for Academic Affairs</p> | <p>The Board of Trustees reviews and approves the selection criteria for president. The Board also evaluates the president's performance based on the goals and accomplishments he/she establishes and accomplished for the college.</p>  |  |                                 |
| <p>B2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>  | <p>7th AIAR Report</p>  | <p>The President works in concert with the Governance Council and the Faculty Senate to ensure effective leadership in the operational process of the college that involves planning, organizing, budgeting and the selection and development of personnel. The previous President announced his plans for retirement last year but ensured a smooth transition for the incoming president. The new President</p> | <p>In the midst of the government's financial crisis, the new president must keep the college solvent.</p> | <p>PRES, AY 06-07, Std4, B2</p> |

|   |                 |  |   |                             |
|---|-----------------|--|---|-----------------------------|
|   |                 | began her tenure in June 2007.   |   |                             |
| B2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.   | 7th AIAR Report | The President ensures the college's administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff are consistent with their work experience and job responsibilities that adequately fit their areas of responsibility.  | The new president should guide by leadership by example.                                | PRES, AY 06-07, Std 4, B2.a |
| B2.b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and | 7th AIAR Report | The President has delegated the Academic Vice President to work along with the Governance 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 support of student learning outcome. Evaluation and planning are assessed in the institutional assessment process which is reported in | The new president must articulate her values, goals and priorities to all stakeholders. | PRES, AY 06-07, Std 4, B2.b |



|   |   |   |  |  |
|---|---|---|--|--|
| implementation efforts.   |   | the Annual Institutional Assessment Report and incorporated in the Institutional Strategic Master Plan.   |  |  |
| B2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. | 2006 ISMP   | In the interest of clean air and a clean health environment of the college, the President has worked to make GCC a betel nut and tobacco free campus, which has helped make the campus safer, cleaner, and healthier.   | The new President must take a proactive role in the self-study recommendations (ISMP AY03-04,AY04-05,AY05-06).   | PRES, AY 03-04, 04-05, 05-06, 06-07, Std 4, B2.c |
| B2.d. The president effectively controls budget and expenditures.   | 2006 ISMP, FY 2006 Financial Statement Highlights, Office of the Public Auditor | This duty has been delegated to the Vice President for Business and Finance. GCC continued its rating as a low-risk auditee with no questioned cost or unresolved prior audit findings. However, the college's assets decreased due to not receiving its full appropriation from the government's Department of Administration. | Because the VP for Business and Finance assumed the President's position, the new VP must ensure that the college remains fiscally responsible in light of the government's continuing financial crisis. | BFD, AY 03-04, 06-07, Std 4, B2.d                |

|  |   |   |   |   |
|--|---|---|---|---|
| B2.e. The president works and communicates effectively with the communities served by the institution.   | 7th AIAR Report; Updates from the President's Town Hall Meetings; 2006 ISMP | The President and his team have worked with other Government agencies (GPA, GPD, GPSS) to continue to advance our college. The President has regularly held town hall meetings each semester with students to get their feedback and note concerns. MyGCC has been launched to effectively communicate with all stakeholders. | The President must take a more active role in interacting with different sectors of the community increasing visibility in the public realm, outside the college (ISMP AY04-05, AY05-06). | PRES, AY 04-05, 05-06, 06-07, Std 4, B2.e |
| B3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board. |   | N/A   |   |   |
| B3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.   |   | N/A   |   |   |
| B3.b. The district/system provides effective services that support the colleges in their missions and functions.   |   | N/A   |   |   |

|   |  |     |  |  |
|---|--|-----|--|--|
| B3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.  |  | N/A |  |  |
| B3.d. The district/system effectively controls its expenditures.  |  | N/A |  |  |
| B3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.  |  | N/A |  |  |
| B3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communications, and they exchange information in a timely manner.   |  | N/A |  |  |
| B3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. |  | N/A |  |  |

|  |                    |                    |     |                    |
|--|--------------------|--------------------|-----|--------------------|
| Standard 4: Leadership and Governance<br>Overall, does the College meet this standard? | No Response Needed | No Response Needed | Yes | No Response Needed |
|--|--------------------|--------------------|-----|--------------------|

*Draft*