

# Institutional Self-Study Report AY2008-2009

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# **Institutional Self Evaluation (AY2008-2009)**

## **Executive Summary**

This self-study summary report covers Academic Year 2008-2009, 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. It thereby incorporates ACCJC's four standards, which are Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. This process provides a holistic overview in the assessment of the degree to which institutional evidence demonstrates compliance to the standards.

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

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

One of the major findings of the AY 2008-2009 self-study further reveals that the College continues to make significant improvements in addressing and enhancing Student learning Outcomes (SLOs). The information literacy SLOs for General Education and Liberal Arts continues to be integrated into the curriculum. Official course documents representing the general education requirements continues to be cited in the general education student learning outcomes and are supported by the curriculum. In addition, the curriculum review process now includes all current curriculum guides and work towards establishing SLOs in the course guidelines and catalog are being performed. These findings are reflected on Standard 2, Student-Learning Programs and Services. Again, as indicated in the previous self-study report there is room for improvement and the challenges that come

forth to consistently be in line with and fully meet the ACCJC SLO standard will be continuous.

The College continues to improve on addressing institutional commitment by providing high quality education that links to its institutional mission. The committees report an existing infrastructure for systematic institutional planning and an assessment process for achieving and evaluating the effectiveness of stated goals. The self-study also found evidence that the College is in compliance with the criteria of assessment, evaluation, and planning. Additionally, the self-study 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.

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 AY2008-2009

## 1. Self-Study Process

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

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

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

## **2. Self-Study Standard Committees and Membership**

### **Self Study Steering Committee**

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

Chairperson: *Dr. Ray Somera*

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

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

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

Chairperson: *Norman Aguilar*  
Members: *Rosemary Loveridge*  
*Phyllis Yurko*  
*Evangeline Aguon*

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

Chairperson: *Lani Gamble*  
Members: *Priscilla Johns*  
*Christine Matson*  
*Robert Neff*

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

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

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

Chairperson: *Rebecca Aguon*  
*Pilar Pangelinan*

*Barbara Bouchard-Miller  
Bobbie Leon Guerrero*

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

DRAFT

### 3. Accreditation Self-Study Report Development Timeline

#### August 2010

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Once semester begins, self-study committees perform evaluation of annual self-study process. Self-study committees collect and analyze data; chairs meet with ALO and self-study coordinator monthly. Finalize standards committee membership

#### September 2010

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Self-study committee members begin to consolidate self-study reports covering AY 2006-2007, 2007-2008, 2008-2009, and 2009-2010, into the 2010-2011 report to create the 2006-2011, 5-year self-study report.

#### October 2010

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Overview presentation of self-study process during staff/administrators professional development day to be led by the president/AVP

#### November 2010

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Self-study committees collect and analyze evidence; Brown bag meetings with Individual departments continue until March 2011; General faculty meeting to be presided by the president/AVP to present timeline and tasks.

#### December 2010

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Self-study draft due to the Steering Committee for review and feedback; Provide Opportunity for Faculty Senate and other stakeholders in the campus community to comment on the draft report

## Accreditation Self-Study Report Development Timeline Cont.

### January 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Steering committee feedback on draft self-study due back to the standards committee and ALO

Self-study committee begin to merge previous reports into the 2009-2010 and 2010-2011 report to create the 5-year self-study report

### February 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Self-study committee chairs present to the college community status of the self-study report at specially convened meetings of small groups across the campus

Merging of previous self-study reports to the 2009-2010 and 2010-2011 for the development of the 5-year self-study report continues

### March 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Steering committee's second review of draft report. General faculty meeting presided by the President/AVP

Make available self-study draft report to college community via electronic and hard copies for comments; establish AIE website tab to receive comments

### April 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

All comments of the report from the college community due back to the self-study coordinator and ALO

### May 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Submit self-study draft report to PIO for initial editing and formatting

## Accreditation Self-Study Report Development Timeline Cont.

### June 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Period for ALO and self-study coordinator to perform quality assurance review on self-study report

### July 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

BOT comment period. Submit draft report to BOT/President for review and comment

Incorporate BOT/President comments on draft report

### August 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Five-year self-study report (2007-2011) semi-finalized

### September 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Collect and package all evidence in team room

Steering committee perform quality assurance, final adjustments, and refinement of report

### October 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

College community comment period on critique of the final draft report via print and electronic form. Presentation and update of self-study at specially convened meeting. CEO leads critique of self-study draft report

Collect comments and incorporate into final report as appropriate

## Accreditation Self-Study Report Development Timeline Cont.

### November 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

November 4 or 18; Mock visit by an experience accreditation team chair; engages campus in critique of the report. Period allotted for PIO's final editing, and publication. Final presentation to the college on the self-study final draft report

### December 2011

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Presentation of final self-study report to the Board of Trustees

Period allotted for final touches and refinement of report

### January 2012

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Submit self-study report to the Commission. Submission date to coincide with the With the 60-day advance submission before the team visit date

### February 2012

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Finalization period allotted for logistical preparation and coordination of team visit (AVP Office). Advance team visit of appointed team chair; meeting with ALO and team chair

### March 2012

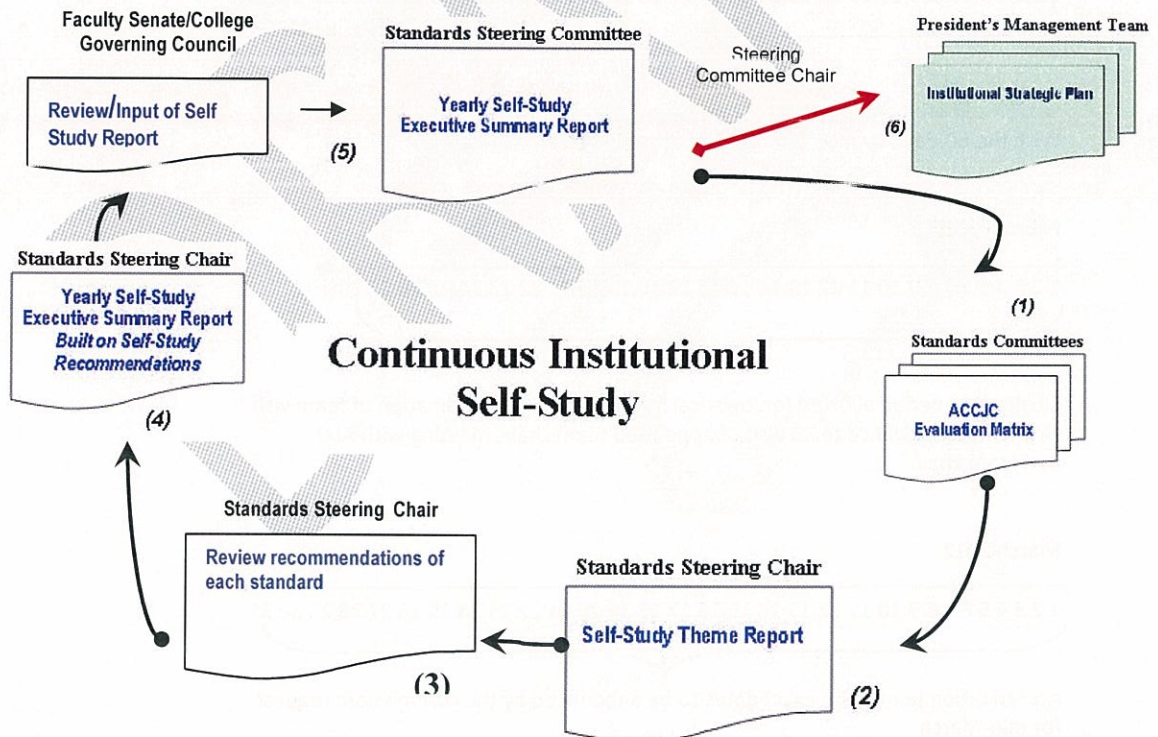
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Accreditation team visit; exact dates to be announced by the commission; request for mid-March

## 4. 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.



## 5. Self-Evaluation By Standards

### STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

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

#### Guam Community College Mission Statement:

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

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

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

#### **Standard I A. Descriptive Summary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Standard I A. Planning Agenda**

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

## **STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS**

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

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

#### **Standard IB. Descriptive Summary**

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

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

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

The survey results generated the following student profile and concerns:

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

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

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

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

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

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

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

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

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

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

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

### **Standard IB. Self-Evaluation**

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

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

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

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

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

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

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

### **Standard I A. Planning Agenda**

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

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

**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.**

#### **Descriptive Summary**

Guam community College strives to be the leader in workforce development, pursue educational excellence and commitment to relevancy in all programs and certificate offerings. To articulation to/for institutions here and throughout the region, United States and abroad.

#### **Self-Evaluation**

The institution actively offers consistency in its mission to assess, improve, amend strategies to achieve student learning outcomes (SLO's) while always making strides to be the best institution it can be.

#### **Planning Agenda**

Prepare for the expansion of the growth of our institution to meet the needs of our constituencies and to grow our campus for the needs of our island and the Pacific Region.

***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.1***

### **Descriptive Summary**

Regardless of the location or means of delivery, all programs and courses offered by Guam Community College have gone through the regular curricula process to ensure that they meet various requirements, including the mission of the institution. To ensure instructional programs meet the mission of the institution, the December 2008 revised curriculum manual provides guidance to ensure program and courses' student learning outcome (SLO) relate to the institution's mission statement. The manual describes in detail the curricular processes. Specifically, under the heading; Signatories for Curriculum: Roles and Responsibilities; page 6 of the manual indicates that the President's role is to review the curricular form from an institutional mission and goals perspective.

Instructional program are systematically assessed through the use of an assessment data base software (TracDat) which was purchased in 2003. The college began full implementation of systematically assessing instructional programs in Fall 2004. The creation of a taxonomy and two year assessment cycle schedule are the tools used to monitor assessment activity. In this process, assessment authors are required to relate program and course student learning outcome to the institutional goal in TracDat.

### **Self-Evaluation**

The Office of Assessment and Institutional Effectiveness (AIE) and the Committee on College Assessment (CCA) are the entities overseeing the assessment process to ensure instructional programs are systematically assessed. On an average, CCA meets at least 24 times during an academic year to review instructional program assessment plans and reports. CCA reviewers examine each assessment plan to make sure that each instructional program and course SLO is linked to the college's mission statement goal. A consolidated feedback sheet (CFS) is the tool used to inform assessment authors to reexamine the plan to ensure such SLO is related to the college's mission. The CFS can be found in TracDat under the document tab for each instructional program.

### **Planning Agenda**

Beginning fall 2009, the Committee on College Assessment, with the guidance of Dr. Ray Somera has shifted the way the committee reviews assessment plans and reports to examine if assessment authors are linking or incorporating information from the Fact Book, Annual Institutional Assessment Reports (AIAR), Institutional Strategic Master Plan (ISMP) and the like.

***A1a. 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.*

### **Descriptive Summaries**

Guam Community College recognizes and welcomes diversity in the community and is committed to meeting the wide array of educational needs of its diverse constituents indicated in the Fall 2009 Fact Book as reported with 1,835 post secondary student enrolled during Fall 2008 term. Many courses of studies culminate in graduation, a degree, or a certificate of achievement. Educational programs are offered in conjunction with the community college and the Guam Community College *mission* and in response to identified community needs. The associate degrees with top enrollment during fall 2008 were Medical Assisting, Liberal Arts, Early Childhood Education and Computer Science.

In responding to community needs due to the expected increase population and military build-up, the College has expanded with these new program offerings, Certificate in Construction Technology, Certificate and Associate Degree in Surveying Technology.

GCC requires that program documents, curriculum, course syllabi will include student learning outcomes (SLO's) with an acceptable number (minimum and maximum). Currently, the Program document have 3 minimum. Course curriculum 3-5, course syllabi will reflect the same.

Climate surveys are used to assist in strengthening/reinforcing programs. There are many course offerings for students who require developmental math and English courses.

Project Aim, ADA Office and Financial Aid offices help prepare the students to have and succeed in their educational pursuit if they qualify for their programs.

The fact book provides data about students repeating English Reading & Writing classes. Industry Advisory Committees provide information about current and future trends for curricula updates.

Recently ACCJC/WASC approved the Emergency Management AS and Certificate programs.

During the September 2008 TracDat training, program authors were introduced to the upgraded version 4 functionality to begin developing and assessing course level student learning outcomes and relating such to program level goals, institution goal, division, BOT, President, and school's goals.

AIE has produced two Faces of the Future reports and such is available on the AIE website ([http://guamcc.edu/index.php?option=com\\_content&task=view&id=301](http://guamcc.edu/index.php?option=com_content&task=view&id=301))

[http://www.guamcc.net/assessment/core\\_documents/faces\\_2nd\\_stu\\_srv.pdf](http://www.guamcc.net/assessment/core_documents/faces_2nd_stu_srv.pdf)

AAD-AIE, Classroom climate survey, Educational Clusters thru Planning and Dev.  
Dept. Assessment Report. SLO's in the Program Document, Course Curriculum Document.  
Course Syllabus, Student Climate Survey Committees  
TracDat Banner student transcript, program audit  
Faces of the Future Survey  
Fact Books Volume 1&2  
Industry Advisory Committees

### **Self-Evaluation**

The College has undertaken the task of defining, identifying, and incorporating student learning outcomes within its programs and when TracDat began full implementation in 2004. Assessing student learning outcomes at the course level began Fall 2008. It has always been listed in the official course outline for individual courses; however, the effort to more broadly define, identify, and incorporate student learning outcomes across the curriculum has, again, only recently received focused attention. Up to this point, research to indicate what student learning needs are as well as to assess students' educational preparation (although conducted through the Office of Institution Research) has been focused on demographic measures and on degree and certification completion rates.

### **Planning Agenda**

Focused research will be conducted, interpreted, and applied in the future as the institution moves increasingly toward defining, identifying, and incorporating student learning outcomes within its programs and courses. Until those efforts are more fully realized, the institution will continue to research its student populations in order to assess as well as address students' educational needs.

***A1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.***

### **Descriptive Summary**

The Guam Community College utilizes different instructional delivery formats to include the tradition lecture & lab and the online curriculum (i.e. Cisco). All courses have defined SLO's and have gone through the Academic Affairs Committee. Students receive advisement from Advisors and Counselors on what courses to take pertaining to their related fields.

***results to*** With establishment of Technology Advisory Committee (TAC) and the department annual assessment report, Objectives are set and followed through with advisors. SLO's are established in syllabi course outline and course level documents. They need to achieve these goals in order to complete the certificate or associate certificate programs.

The curriculum committee has provided and made available via on line in MyGCC course syllabi template. The template requires information such as course objectives and student learning outcomes. Furthermore, the course curriculum document reflects various instructional delivery formats that maybe used. TAC, Technology User's Group Minutes, Dept. Assessment Report, Online Courses Banner Course Studio

### **Self-Evaluation**

Regular mandated evaluations of classroom faculty provide the means of assessing the effectiveness of course offerings and of delivery of course content. Effectiveness is measured against student learning outcomes as identified in the approved course Curriculum.

### **Planning Agenda**

Outfit the older classrooms and labs with the latest technology, we need to address funding issues. Once funding issues are established we then need to look at setting priorities and who will establish these priorities.

Address the need to conduct systematic and regular evaluations of online course offerings and include the curriculum committee to assist in developing a model/methods to meet the needs of the course objectives and the appropriate student learning outcomes to address the online courses methodology.

*A1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment make improvements.*

### **Descriptive Summary**

The institution has been active in its approach to identifying, defining, and incorporating student learning outcomes within its programs and courses. Through numerous meetings, workshops, and campus-wide forums, Guam Community College has given ample opportunity for the campus community to participate in dialogues about student learning outcomes.

### **Self-Evaluation**

Guam Community College new program level document requires SLO's for programs and new courses. The 7th AIAR outlines a plan to further develop SLOs and tracking of each. With the TracDat assessment tool, the SLO's are clearly defined for courses, programs, certificates, and degrees. This provides us a view of what is working and what is not by means of observations through assessment evaluations. There are group trainings provided at least 4 per year. In addition, there has been individual trainings provided as requested.

The college has been actively engaged in defining, identifying, and incorporating student learning outcomes across the curriculum. There are 52 programs (inclusive of archive programs) entered in TracDat where student learning outcomes are inputted. Programs identified as Group A (AA & AS degrees) in the Four-Year Assessment Schedule are required to input course level SLOs. The Committee on College Assessment (CCA) is the body that reviews and rates assessment plans at the program and course level. Consolidated Feedback Sheet (CFS) which describes in detail the comments and recommendations for changes to the plans is electronically sent to program authors for review and to make changes in TracDat. Reporting on program level SLOs can be found in the Annual Institutional Assessment Reports both hard copies (from AIE office) and on line in the AIE websites.



Advisory Committee Minutes, Student Catalog, Program document/Curriculum, GCC 2008-10 Catalog, TracDat, CCA, CFS, AIAR, ACCJC/SLO Report

### **Planning Agenda**

Focus its dialogue on how improvements to courses and programs can ensure increased student success by student achievement, graduation, workforce employment or personal development. Provide faculty and staff appropriate training so that they are better able to be actively engaged in student needs and challenges to meet their educational goals through student learning outcomes of their program and courses.

***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.1,2***

### **Descriptive Summary**

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. AIE with its standard 2 evaluate and show evidence of this.

Faculty members identify and design learning outcomes for courses and programs. The Curriculum Committee has an established process by which it makes recommendations on all matters related to credit curriculum. The department from which the courses/programs align with completes the required standardized curriculum form/template for all new, deleted, or revised proposals. The Curriculum Committee must approve all proposals for new courses and/or programs and approve all updates or revisions of established courses and programs.

The established curriculum guidelines and templates are available on line in MyGCC, Faculty Senate-Curriculum Committee, and AIE websites. AAD/CE, College Catalog 2007 (on-line) 2008--2010, College Annual Reports, College Committee Meeting, College Curriculum committee. AIE

### **Self- Evaluation**

Guam Community College is responsive to the educational, workforce development, and personal growth needs of its island and its regional partners through the community needs with programs and course offerings. GCC offers vocational High School courses at the four public high schools, GED, Adult Education, pre-collegiate courses and prepare students in language immersion classes that include, English as a Second Language (ESL), English Language Learners (ELL) Japanese (speaking, reading and writing) and Chamorro (Guam's Indigenous language). There is also other language instruction upon request and if there is a need and the instruction is available and GCC requirements are met. These are on a case by case basis.

GCC also has several opportunities when the Japanese Students from Japan come to spend time on Guam and learn together with the Japanese Classes annually. (Verified with Doreen Blas Japanese Instructor) There is also a close relationship with the Japanese Consulate and its staff to a share Japan with our language classes. And one of the GCC students won a scholarship from JTB (Japan Travel Bureau) for her exemplary efforts in the Japanese class.

### **Planning Agenda**

There needs to be more training for the stakeholders. The variety of educational departments should share their expertise to help strengthen and share awareness of these courses and program opportunities to grow the college. There are new programs and reinstating of construction type programs i.e., Heavy Equipment among others to stay current with the military build-up and growth of the island. GCC works to fulfill the need for workforce development on Guam.

*A2a. 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*

### **Descriptive Summary**

Through the Curriculum Committee, the faculty members identify and design student learning outcomes for courses and programs. Advisory Committee reviews and concurs with the materials, content, and assessment used for each course. The Curriculum Committee, a standing committee of the Faculty Senate, has an established process by which it makes recommendations on all matters related to curriculum at Guam Community College. The Curriculum Committee must approve all proposals for new

courses and/or programs and approve all updates or revisions of established courses and programs. To propose a new course or program or to propose an update to an existing one, a faculty member must complete one of the appropriate forms, gain approval from the department chair and dean. The Curriculum Committee then reviews the proposal and makes recommendations for any changes that may be required. When the final version of the Course Curriculum has been approved, the course is added to the College catalog and may be scheduled. A copy of the official Course Curriculum is kept on file in the Office of Instruction and is forwarded to the Academic Vice President's Office of the Guam Community College.

Non-credit instruction at Guam Community College is offered through two different programs. To identify, desired student learning outcomes for, and approve new or revised curriculum for Adult Continuing Education, the College follows a pattern parallel to that established for credit courses. Proposals are submitted by faculty members to the department chair and dean for approval, and then to the Curriculum Committee for critique and approval. When the Curriculum Committee has approved a new or revised course curriculum, the college must then submit it to the Academic Vice President's Office of the Guam Community College for final approval.

Continuing Education courses are revenue generating funded. With approval from the Academic Vice President, the course can be offered to students. Faculty members design these and write the curriculum for these courses. The courses are reviewed and approved by the appropriate dean. In the case that any not-for-credit class relates to a credit class, the area department dean consults with the appropriate department chairperson regarding course content in order to avoid duplication or conflict with credit courses.

The Assistant Director of Continuing Education and dean are responsible for the administration of courses and programs. Faculty members deliver courses and evaluate programs and courses against established course curriculum guidelines and by updating the course curriculum according to Curriculum Committee standards (manual and template). Continuing Education (CE) works with adult professionals who need continuing education for employment enhancement, i.e., upgrades to existing skills, excel, power point, etc.,

### **Self-Evaluation**

The institution assures that it relies on faculty discipline expertise for establishing the quality of its courses and programs. It does so by relying on such expertise through the regular curriculum development and approval processes.

### **Planning Agenda**

None

*A2b. 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.*

### **Descriptive Summary**

The current practice at Guam Community College is for department faculty to submit a comprehensive list of student learning objectives for each course. The course curriculum is reviewed by the Curriculum Committee when submitted to it for initial approval. Course curriculum, including course objectives, are also reviewed by the advisory committees of some vocational programs (e.g., Culinary Arts, Early Childhood, Allied Health). Beginning with the Fall 2008 semester, all proposals for new and revised curriculum were required to include not only general course objectives but also specific student learning outcomes developed from those course objectives. In addition, institutional research data on course completion are an indirect indicator of student learning on the course level. The *Guam Community College Fact Book 2009* reports the student success rates.

The Guam Community College Philosophy of General Education (Board Policy 4025) is taken from Title 5, Section 55805 of Guam Code of Regulations and includes the following general education objectives for the associate degree:

- The ability to think and to communicate clearly and effectively both orally and in writing;
- To use mathematics;
- To understand the modes of inquiry of the major disciplines;
- To be aware of other cultures and times;
- To achieve insights gained through experience in thinking about ethical problems;
- To develop the capacity for self understanding.
- Possession of sufficient depth in some field of knowledge to contribute to lifetime interest. Possession of certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines.
- Ability to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which one lives.

### **Self-Evaluation**

Guam Community college has established advisory committees for their respective departments. The institution relies on faculty and advisory committee members 'expertise on developing competencies and learning outcomes for Certificates and program levels in vocational and general education degrees. The departments are required to hold 2 meetings per school year with their advisory committee. This is where ideas and decisions are discussed for programs within the department. The annual assessment report establishes the SLO's criteria.

All program level documents and curriculum are reviewed and approved by the Academic Affairs Committee and the Departments Advisory Committee.

All active programs and courses are required to input SLOs at both the program and course level in TracDat. A recently Four-Year Assessment Cycle Schedule and SLO Implementation Plan have been established. These are available from various GCC websites, including TracDat.

Advisory Committee Listing, Dean's Office Advisory Minutes, Climate Survey  
Two and Four-Years Assessment Cycle Schedule, TracDat

### **Planning Agenda**

Amend Curriculum Committee procedures to include a separate review of each course proposed to meet one or *more* general education requirements. This review will include a comparison of identified learning outcomes for the course with the identified learning outcomes for the general education requirement that the *course is proposed to* satisfy.

***A2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs***

### **Descriptive Summary**

The quality of instruction is the main gauge of the institution's success. The depth, breadth, and *vigor* with which a college teaches demonstrate what an institution of higher education truly is. Guam Community College has several methods of ensuring high quality education. The first is through the Curriculum Committee, which oversees all matters of teaching content. The Curriculum Committee works continuously to expand the breadth of the college's teaching. This committee forms the faculty's primary resource for innovation and input on college wide content. The committee is comprised of faculty. The Curriculum Committee ensures that standards established in the College mission statement are met in the curricula.

At the individual class level, it is the faculty member who ensures standards of quality and alignment with the College mission statement. Faculty draws *their* expectations first from the College mission statement and, in turn, from the Curriculum. The faculty draws their classroom expectations from their knowledge of the topics and skills that students will need while in and after leaving the class.

### **Self-Evaluation**

The institution is effective in ensuring the high quality of its instructional offerings and that they are appropriate in breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. This is demonstrated by the processes the College utilizes to analyze its offerings and to respond to current student needs. For example, vocational offerings are reviewed more frequently than academic courses because of various agency requirements for such review. Further, advisory committees provide input

about the currency and relevancy of vocational courses. These types of reviews - whether in vocational or in academic areas – provides the faculty and the institution itself with an accurate determination of the merit of its instructional offerings.

### **Planning Agenda**

The College will revise its class scheduling procedures, with the goal of planning a four-term schedule of classes. By coordinating the sequencing of offerings, students will have a more effective means of knowing which classes will be offered and in what order and timeframe. Similarly, staffing, facility, equipment, supplies and technology issues can be more effectively addressed. This allows for increased efficiencies where budgetary and related matters are concerned and provides the opportunity to more effectively and efficiently utilize instructional funding to offer appropriate numbers and sequencing of instructional offerings. The faculty has been, and will continue to be, consulted and actively involved in revising the class scheduling methodologies.

GCC delivers high quality instruction which is specified in the GCC Catalog 2008-2010 and program documents. However, in some programs, students are not able to complete the program due to changes made in the programs.

AAD/AAC/TPS/TSS, AAC Committee Meetings, Graduate Completers/Employers Survey, Follow up surveys reports, GCC Catalog.

*A2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.1*

### **Descriptive Summary**

Guam Community College continues to develop and diversify delivery modes and teaching methodologies to reflect the needs of its students. Recently, the institution has made considerable progress with integrating the use of computer technology to work toward accomplishing this goal. Several faculty have begun utilizing hybrid-online teaching methodologies in their courses.

When the College had flex-day requirements for faculty, counselors would offer optional workshops to address this issue; however, presently the institution does not offer flex day activities. The counseling staff have participated in learning and personality styles assessment in conference and classroom sessions for students and teachers.

The Learning Resource Center provides opportunities to use traditional research methods and to research online using both databases and the World Wide Web. Librarians offer lectures, demonstrations, and assistance to individual students and classes that are learning various research skills.

Increasing numbers of faculty have incorporated various audio-visual materials and software programs into their lecture discussion formats and/or have made familiarity with Internet sources an element of out-of-class assignments. Lecture, demonstration, and hands-on activities in workshops or labs are appropriate to the natural sciences and

occupational programs such as in Allied Health, Sciences, Autobody/Automotive, Marketing (Student Stores), Tourism, Audio-visual programs and/or computer-based instruction may also enhance these activities.

The institution has developed a number of designated facilities that are individual student work assisted by aides and/or tutors. Students also use these settings to engage in collaborative learning. These facilities include the Language Lab; a Technology Building, Basic Skills programs.

Guam Community College has created Smart Classrooms furnished with all or some of the following equipment: data projector; wall interface box; smart lectern, PC with network and internet connections; DVD, VCR, document camera, and speaker system interfaced with all *equipment*; and microphones. Some of this equipment can be made available to other classrooms by means of smart carts (move technology components from one room to another) Trained faculty may make use of this equipment to vary methods of presentation.

The College has one fully equipped compressed video classroom with live, interactive capabilities to network with remote classrooms in delivering instruction simultaneously to the main campus and to remote sites like our satellite campuses or locations which we will bring our technology equipment with us. Students with disabilities receive support through the Disabled Students Programs and Services and the Adaptive Computer Technology/High Technology Center. Students may also be provided with note-takers, sign language signers, separate and isolated testing, recorded readings, and mobility aids.

The Curriculum Committee has adopted "Good Practices Standards" for technology-mediated instruction in the ESL lab and classroom and will request for funding to establish a math lab, which will also be supported by technology.

### **Self-Evaluation**

The College has made substantial progress in analyzing and altering, as appropriate, classroom and laboratory delivery modes and teaching methodologies across the curriculum by actively seeking outside resource funding.

The College will institute a program by which student learning outcomes can be effectively assessed, particularly as they are influenced by delivery modes and teaching methodologies.

GCC curricula, syllabi, and program documents specify delivery modes and teaching methodologies objectives to reflect diverse need and learning styles of its students. Special Education needs of the students require organization and processing of documents in timely manner to the appropriate sites and individuals that can affectively prepare a teaching program so the student can gain knowledge with a positive outcome and technology can be a way to have them connect on a one to one with the technological tool that may be more effective.

Curricula, Syllabi and Program Documents (Lani Gamble attended computer session when various programs were showcased for teachers by teachers i.e., Clare Camacho, Becky Aguon, Wes Gima to name a few)

### **Planning Agenda**

Offer further training on delivery modes during Development Day activities.

Fac-Sen, AY06-07, Std 2, A2.d

*A2e. 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.*

### **Descriptive Summary**

Program Review at Guam Community College serves as the primary procedure for documenting the evaluation of courses and programs for instructional departments. The Program Review process, implemented in Spring 2008 and outlined in the Program Review Guide, assigns each instructional and non-instructional department to a particular year within a five-year cycle.

The three main components of *each* department's Program Review Report are description, evaluation, and planning. For the first of these components, each instructional department addresses the issues of program relevance and appropriateness through describing its role within Guam Community College. The department's mission, including its specific contribution to the mission of GCC

- Academic Disciplines or Administrative/Support/Service Area(s)
- Courses Offered or Services Provided
- Degrees and/or Certificates Offered

The descriptive section of each Program Review Report must also include a summary of data in a number of specific categories that are relevant to course and program evaluation. In order to assist instructional departments with this research component of program review, the Guam Community College Research Office and Information Technology Department have created the Instructional Research Query Builder, a research tool that provides data for each discipline. The following relate most directly to the achievement of learning outcomes.

- Comparative Overall Course Success Rate per Semester (5 years):  
Department/Discipline, Institution, Guam Community College system
- Total Program Completions (Degree, Certificate) per Semester (5 years).
- Total Successful Program Placements (transfers, employment) per Semester, if available (5 years). Vocational departments' Vocational and Technical Education Act Core Indicators Data (achievement, Completion, Employment) as reported by the Guam Community College AVP's Office.

The Guam Community College Office of Assessment and Institutional Effectiveness (AIE) also assist departments in the collection of data regarding student satisfaction with class scheduling, curriculum, and instructional methods and effectiveness. On request, the Institutional Researcher selects the class sections to be surveyed, provides survey forms that can be scanned, and returns an analysis of the survey results to the Department Chair. Student responses to the following survey items are particularly useful for course and program evaluation:

- Comes in this department meet my learning needs.
- Assignments in this course call for critical thinking about the subject matter.
- The methods of instruction used in this department's/discipline's courses are appropriate for the subject matter.
- Assignments in this course were beneficial in meeting the learning *objectives*.

Grades awarded in this department's/discipline's courses reflect students' achievement of course objectives. Faculty satisfaction surveys are also available from the Research Office. The following survey items for faculty are most relevant to course and program evaluation:

- I am satisfied with the quality of educational planning in this department discipline.
- The department's courses conform in content, textbooks and instructional methods to current disciplinary standards.
- Faculty in this department both assess and base grades and course credit on student achievement of learning outcomes of the department's courses and programs.
- Curriculum is reviewed regularly by members of the department and its advisory committee, and all course outlines have been updated at least once since the I t Program Review, (currency, relevance, appropriateness)
- The department's *academic* courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the comprehensive objectives of general education (currency, relevance, appropriateness).
- The department identifies competency levels and measurable student learning outcomes for each course and degree or certificate program and assures that official learning objectives are included with the syllabus distributed in each class section. (identification of student learning outcomes)
- The department assures that student achievement of learning outcomes is systematically assessed and used as the basis for course credit, grades, certificates, degrees, and curriculum revision. (achievement of learning outcomes)
- The department systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve learning outcome achievement, and reports the results to the appropriate constituencies. (achievement of learning outcomes)
- Through the program review process, each department systematically evaluates future needs and plans for courses and programs. The following planning components are to be included in the "Planning Agenda" section of each department's Program Review Report.
- Current Department Goals and Progress made toward achieving them.

- Trends relevant to departmental goals that are occurring in the discipline, student population, social service sector, institution, state public higher education, and state or federal law.
- Overall Department Goals. Specific Goals, Short Term (1 year), and Long Term (5 years) Objectives.
- Each Program Review Report concludes with lists of specific Short Term (1 year) and Long Term (5 year) Resource Needs in the following categories: Full-time Faculty; Associate Faculty; Permanent Classified Positions; Part-time Temporary Employees; Supplies/Mileage/Contracts; Technology/Equipment/Furniture; Remodeling of Facilities; Overtime; Software; and Other.

Program Review Reports are produced by and for departmental faculty with the active participation of the dean. These reports are presented for review and feedback, as requested, to the President and intended thereby to become resources for institutional planning, decision-making, and resource allocation. It is expected that department goals identified through the program review process will contribute to the Guam Community College goals. Goals as well as resource needs for each department will be included in the updated ISMP.

### **Self-Evaluation**

The Program Review process helped maintain *and or improve* the department's effectiveness. The Instructional Research Query Builder is a very valuable tool for accessing and reviewing student enrollment and success data. Moreover, faculty clearly benefit from the assistance of the Research Office in the systematic collection of satisfaction data. It is notable that access to both of these types of data was created *for* the purposes of program review and that this effort to make research data directly available to instructional departments is unprecedented in the history of Guam Community College. Although it is important for instructional departments to regularly gather student and faculty satisfaction information, it is unlikely that the Research Office, given its current level of staffing, could assist a large number of departments in doing so annually. It is necessary to find ways to ensure that complete and current satisfaction data are regularly available to instructional departments.

It should be acknowledged that interest in program review at Guam Community College runs in cycles of implementation, declining institutional support, and parallels cycles of institutional self-study for accreditation. During the 03-04 school year, the Program reviews that were scheduled were extended into the 04-05 school year because of the accreditation self study year. In future cycles, a year is set aside for the accreditation self study.

Survey Item 12: The institution evaluates all courses and programs through an ongoing and systematic program review process. (Opinion Survey, 2004)  
 Nearly all of the administrators sampled (95.2%) are aware of the program review process as depicted in the chart above. However, staff and faculty ratings are lower. This result is probably due to some departments have not participated in the training or

undergone the program review as of Spring Semester 2004. The program review process has been improved to include department meetings with the Director of Instructional Compliance to assist and answer questions about the program review.

### **Planning Agenda**

Request the AIE Office through the evaluation and planning process to assist departments in the collection and analysis of student and faculty satisfaction data at least once during each academic year.

All programs are assessed on a two-year cycle.

AAD/AAC/TPS/TSS, Annual Assessment Report

*A2f. The institution engages in ongoing, 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.*

### **Descriptive Summary**

At Guam Community College systematic evaluation and planning occur through the Program Review process, which assures the currency and measurement of stated student learning outcomes (in the form of course objectives listed on each course outline) through the following standards that are addressed in each instructional department's Program Review:

- Curriculum is reviewed regularly by members of the discipline department and its advisory committee, as appropriate, and all course outlines have been updated at least once since the last Program Review. (currency; relevance; appropriateness)
- The department's discipline's *academic* courses conform in content, instructional materials (including textbooks), and instructional methods to current disciplinary standards and are designed to meet the comprehensive objective of general education. (currency; relevance; appropriateness)
- The department's discipline's *vocational* certificate/degree programs include a component of general education and require students to demonstrate competencies that meet current standards for employment license and/or certification. (currency; relevance; appropriateness; achievement of student learning outcomes)
- The department discipline assures that student achievement of learning outcomes is systematically assessed and used as the basis for course credit, grades, certificates, degrees, and curriculum revision. (achievement of learning outcomes)

The achievement of stated objectives or student learning outcomes for a course is measured through the evaluation tools used by the instructor of each section of that course. Some department chairs report that they monitor the degree to which the assignments, methods of instruction, and methods of evaluation for course sections are consistent with course objectives. The program review and planning process, and the requirements of accrediting and licensure agencies for vocational programs such as

Emergency Management, Medical Assisting, and Fire Science provides the mechanism for reviewing, measuring, and improving the achievement of student learning outcomes for courses and programs.

The Guam Community College Office of Assessment and Institutional Effectiveness (AIE) publishes student data in an annual *Guam Community College Fact Book* that is distributed in printed form throughout the institution and to the community, as well as being available electronically from the Guam Community College Institutional Research Webpage. The following student data categories that provide indirect evidence of student learning were published in the *Fact Book 2009*:

- Student Retention and Success by Discipline for the Fall 2008 semester.
- Average and annual Guam Community College Retention and Success rates for 2007-2008.
- Completion and retention rates by course type (Basic Skills, Vocational Education, Academic, and Overall), gender, race ethnicity, and age from Fall 2007 through Fall 2008.
- Guam Community College Aggregate VTEA Core Indicator Information (Achievement; Completions; Employment; Employment Retention; Nontraditional Participation; Nontraditional Completion) for 2007-2008.
- The total number of A.A. and AS. degrees and certificates awarded for Fall, Spring, and Summer 2007-2008.
- Degrees and certificates by gender and race (2007 - 2008).

As part of the College's evaluation and planning process, the Student Learning Outcomes Component of the ISMP is being conducted in planning stages that includes the integration stage, implementation stage, and evaluation and re-evaluation stage (Student Learning Outcomes Component of the ISMP). During Fall 2007, a Faculty Senate committee named the Student Learning Assessment Committee was formed for the purpose of discussing ways in which Guam Community College might address the accreditation standards' requirements regarding student learning outcomes. In addition, the Student Learning Outcomes Steering Committee, a campus wide committee, was formed in 2003 to increase the institutional capacity to develop and implement Student Learning Outcomes campus wide. The Student Learning Outcomes Steering Committee is composed of representatives from the faculty, classified staff, management, and students.

### **Self-Evaluation**

The 7th Annual Institutional Assessment Report outcomes are listed on part 5. It's currently done by the department's annual assessment report. The college has had an assessment cycle schedule for all programs, administrative units and student service units since assessment began in 2000. During Fall 2008, the Committee on College Assessment revised the 2-year schedule to a 4-year assessment schedule. The revision was necessary in order to meet ACCJC's requirement to assess ALL courses student learning outcomes.

As part of the on-going systematic evaluations of student learning outcomes, the Office of Assessment & Institutional Effectiveness maintains various matrices and monitors the compliance of assessment submissions based on the 4-year cycle.

Annual Assessment Report

## **Planning Agenda**

None

A2g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

## **Descriptive Summary**

Requirements for Certificates, including identification of required courses and sequences, are outlined for each program of study that offers a certificate. Rigorous attention is paid to meeting all local, state, and federal rules and regulations. In identified departments certain certification examinations are administered by the faculty in that department.

Grading standards should be uniformly applied by faculty in all departments. When there are multiple sections of one particular course, this can lead to difficulties. A student who performs at a certain level in one class should receive the same grade as a student who performs at the same level in another section of the same course, whether under the same or a different instructor. One effective means by which this might be assured is if there were to be a common exit examination given to all students in all sections of a particular course. This examination could then be graded by designated faculty within the department or discipline. There has been much talk of this possibility, but the logistics involved in such an effort would be very difficult to resolve, and little movement has been made in this since our last accreditation report. Another effective means by which this might be assured is through a "norming" sessions within a department or discipline, whereby faculty collaboratively evaluate students' work *in order* to achieve a standardized approach to student learning outcome assessment.

## **Self-Evaluation**

Certificates in Fire Science Technology meet all minimum qualifications and regulations as required *by the* Guam State Fire Department.

Restaurant Management is affiliated with the National Restaurant Association Management Development Program. Ten of this department's courses are nationally certificated management development courses in which the student must complete and pass an examination to receive certification for each course. These examinations are administered by department faculty. Upon completion of all of the courses, the student receives a diploma, which is nationally recognized, from the National Restaurant Association.

## **Planning**

None

A2h. *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.*

### **Descriptive Summary**

The grading policies and the criteria for awarding credit for courses are stated clearly in the College catalog. Additionally, the Course Outline stands as a permanent record for how credit is awarded for each course. Prior to, or coincident with the commencement of each class, faculty are required to distribute syllabi to all students, which must define the expectations of the students for each class both in terms of the tasks required to complete the course and the standards required to achieve a grade. Students are made aware of the requirements of each class during at least the first week of the term. The syllabi function as contracts between the faculty and the students for the semester and may be used in addressing and settling student grievances. Adjunct faculty are provided model syllabi by the department chairperson and/or dean.

Students demonstrate learning outcomes through various methods. Evaluation of individual student performance includes but is not limited to: written examinations; essays; research papers; problem solving activities; lab experiments; and oral presentations.

Guam Community College has no formal processes to address grading differences or grade distributions within a discipline. Consequently, the discipline faculty is responsible for establishing their own grading criteria. Grade distribution studies are now made readily available to all full-time and adjunct faculty members.

As courses are developed, department chairs and the Office of Instruction work closely together to determine if new courses are degree applicable, either at the AA or BA transfer level, and if they are to transfer as elective or as CSU (general education) or UC (IGETC) transfer. Prior to submission to the Curriculum Committee, all new courses designed for transfer are submitted to the Guam Community College Articulation Officer for review and appropriate processing, according to status as transfer elective, CSU, or UC inclusion.

In the 1999 Institutional Self Study for Reaffirmation of Accreditation for Guam Community College, it was noted that during between 1992 and 1996, grade studies were available to faculty through the Office of Institutional Effectiveness. *Within* the past couple of years, faculty have been afforded a very effective new tool (Instructional Research Query Builder) by which such information may be gained, and this information may be acquired in much more detail than was possible before.

For instance, grade studies may be conducted to see how grade distributions relate to the probability of student success upon transfer to the university. Information before

Fall 1997 was collected by hand. From 1992-1996, successful outcomes (A, B, C, or CR) indicated a success rate of 65.3%.

- For the period of time from 1997-2002, this rate was a slightly lower 63.9%.
- The percentages of A, B and C grades for the period 1992-1996, were 29.1%, 20.1% and 12.8% respectively, while for the period 1997-2002, those percentages had dropped to 28.1%, 18.5%, and 12.4%. To some extent, the slightly lower success rate for the period 1997-2002 might be due to more rigorous standards adopted by instructors during this time, as evidenced by the lower percentage of A, B, and C grades awarded. Hopefully, continue. With ready access to retention, grading, and student outcomes statistics, especially via the Instructional Research Query Builder, the faculty *should* find themselves better able to realistically evaluate student performance. Perhaps this will lead to a better understanding by the students of what they have accomplished and the goals they have set for themselves upon transfer to the university might be attainable.

### **Self-Evaluation**

For the Fall 2008, there were grades A-F awarded. A-1,365, B-854, C-581, D-150 & F-645 for a total of 3,595.

Guam Community College has completed the following:

Post-Secondary Certificate Programs	
Female	108
Male	65
Total:	173

Post-Secondary Declared Majors	
Associates	954
Certificates	173
Total:	1,127

Other Programs	
Adult H.S. Diploma	78
Enrichment	1
Journey Worker Certificate	110
Undeclared	519
Total:	708

Secondary Student Enrollment						
	GW	JFK	SSHS	SHS	OHS	TOTAL
Allied Health	93	62	97	66	0	318
Auto Body	85	0	0	49	0	134
Automotive Service	164	91	0	109	26	390

Construction	144	83	0	38	33	298
Electronics	98	104	114	68	47	431
Lodging Management	108	75	105	45	23	356
Marketing	80	66	87	45	25	303
Pro-Start	125	106	96	71	0	398
Visual Communications	111	0	0	0	0	111
Total	1,008	587	499	491	154	2,739

Apprenticeship	
Female	34
Male	240
Total:	274

### **Planning Agenda**

*A2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

### **Descriptive Summary**

Awarding degrees and certificates based on student achievement of stated learning outcomes is a concern that this institution shares with every other community college. An institution must match its outcomes to its goals. At this time, there is no standard measure of student success against stated learning outcomes. The College offers an Associate in Arts degree and an Associate in Science degree, each of which matches the stated learning outcomes in terms of qualifying the student to enter the university in junior status. However, assurance that the courses taken match the quality expected of a student at that level is left to the instructor-student relationship. The Curriculum Committee oversees instructional topics and materials; it does not guarantee that the materials and topics match the learning expectations as formally stated in the official course outline.

Guam Community College awards the Associate in Arts and Associate in Science degrees as well as certificates in subjects from Business to Education Technology. Each course of study has specific requirements, including the number of classes that must be taken and the number of class hours required. Each department establishes student learning outcomes. Learning outcomes are first explained in course syllabi. For each course, there are expected skills a student must obtain to pass the course; each instructor forms the first level of reinforcement of those stated standards.

Enforcement of the student learning outcomes comes first from the teacher. If there are discrepancies between the student outcomes and the performance and the instructor cannot meet the stated outcomes, the department chair stands in. If the

department chair cannot resolve the issue, it goes to the appropriate dean. From the dean, the appeal goes to the president of the college. Thus there are built-in checks and balances going upward from the teacher-student relationship to that of the administration.

### **Self-Evaluation**

Catalogs, program level documents, curriculum, and course syllabi contain student learning outcomes. Students must successfully meet/achieve the expected student learning outcomes as defined in the course syllabi, curriculum, and program level document. A series of quizzes, test (mid-term, final), projects, and lab based performance exams are given to assess their achievement level of SLO's.

The institution awards degrees and certificates based on student achievement listed in the GCC catalog and Department Certificate Programs and Associate degree programs. Students are assessed by different methods/tools as set by instructors and are defined in each course syllabi. Such examples consist of lab based performance, class projects, presentations, etc.

Conformation of the present effectiveness of measuring student success comes from the faculty's oversight and active involvement in ensuring course rigor and that students are meeting course-defined *learning* outcomes.

### **Planning Agenda**

Have more uniformity in the grading and the criteria for similar or uniformed assessment models and have diversity as disciplines see fit to meet the industry standards.

*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.*

### **Descriptive Summary**

Guam Community College published a two-year catalog and semester supplements as public notices as needed of approved courses and programs offered by the college. The general education component for every degree program is clearly represented and defined in the catalog. The institution clearly states in its catalog the specific courses that fulfill 28 general education category requirements. (page 43 in 2008-2010 catalog).

### **Self-Evaluation**

Guam Community College requires that academic and vocational degree programs have a component of general education that is based on a carefully considered philosophy

and rationale, which is clearly stated in its catalog. The institution relies on the expertise of its faculty, via the Curriculum Committee, when generating and revising curriculum to demonstrate to the appropriateness of any recommended course *for* inclusion in the general education curriculum. The Curriculum Committee is responsible for the comprehensive examination of the stated learning outcomes for each recommended course.

### **Planning Agenda**

*A3a. 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.*

### **Descriptive Summary**

Requirements for Associate degrees and the general education component needed for the degrees are described in the college catalog. Students can find the same information in handouts available from the counseling office. The Student Handbook refers students to the catalog.

The processes for establishing general education requirements for Associates' degrees and for approving changes involve all segments of the campus academic community and the Faculty Senate. [Identify "all segments,"] Recommended additions and revisions to the general education pattern are submitted to the Curriculum Committee for implementation. The Faculty Senate adopts the curriculum changes and the Board of Trustees is authorized to approve them. (DO WE??).

### **Self-Evaluation**

The institution requires that general education be a component throughout all appropriate areas of study. There are 28 Student Learning Outcomes (SLO's) in General Education. The limited requirement should have written communication, quantitative reasoning, information literacy, critical thinking, civic engagement (individual/society) and oral communication.

### **Planning Agenda**

The Academic Senate, through the Curriculum Committee, will survey the courses currently in the general education pattern for the Associate's degree to ensure a relative and appropriate degree in rigor in the breadth of courses within each category.

General Ed required for all programs which are mentioned in GCC Catalog. CE offers courses for needs of life-long learners. The college is studying current Gen Ed policies and requirements. Some of the General Ed courses aren't appropriate. Refer to Gen Ed impact study.

General Education, Continuing Ed course

**A3b. *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.***

### **Descriptive Summary**

A student who completes Guam Community College's general education pattern for the Associate degree will have demonstrated competency in the critical skills of oral and written communication, mathematical reasoning, and critical thinking. In collaboration with these skills, the student will have been introduced to broad areas of human knowledge and scientific inquiry.

### **Self-Evaluation**

Guam Community College requires students who complete its general education curriculum to be capable of productive lives and lifelong learning by completing coursework in Language & Rationality and Mathematics. Guam Community College does not directly address the issue of computer literacy but offers computer access to students in a variety of settings. An increasing number of courses offer technology-based assignments ranging from in-class work to *computer*-assisted learning exercises such as research and preparation of assignments. In addition, the college continues to offer a range of online courses through which students gain appropriate levels of knowledge as well as increased skills *in* the use of computers and related technologies. The criterion of "acquiring knowledge through a variety of means" is accomplished in every general education course via course content.

### **Planning Agenda**

Implement changes the Faculty Senate approves for the general education pattern for the Associate's degree.

General Ed required for all programs. CE offers courses for needs of life -long learners  
General Education, Continuing Ed course

**A3c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.***

### **Descriptive Summary**

The general education requirements, as stated in the catalog (including coursework in humanities and fine arts, social and behavioral science, and

communication categories), include ethics, history, politics, aesthetic appreciation, and cultural diversity.

### **Self-Evaluation**

The general education requirements, as stated in the catalog do not ensure exposure in any systematic way to this important educational goal. A student could easily miss many of these aspects during the course of study towards an Associate degree or certificate.

Guam Community College does not directly address the criteria related to its general education curriculum. The criteria are: "A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skill; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities." However, the criteria are relevant to the content of courses used to satisfy the general education curriculum for social and behavioral sciences, humanities and fine arts, the English Language, and communication.

### **Planning Agenda**

The College will implement changes the Faculty Senate and the Curriculum Committee approves to address this issue for the Associate's degree.

Incorporate service learning 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.*

### **Descriptive Summary**

Guam Community College offers one hundred-eight programs of study, leading to an Associate in Arts or an Associate in Science degree. *Associate in Arts* (A.A.) degrees are awarded in the areas of Liberal Arts. Associate in Science (A.S.) degrees are awarded in Math/Science and various technical/vocational areas. There are 18 certificates of achievement that are available for satisfactory completion of specific vocational programs of study.

Associate degrees typically require two years of full-time study, although the length of time may vary according to individual student needs and programs. Certificate programs may be completed within two or more semesters.

AS REQUIREMENT FOR PROGRAM	SLO COUNT	TOTAL	PERCENT
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AA	Number of courses with SLO's being assessed	16	48.5
	Number of courses within the program	33	100.0
AS	Number of courses with SLO's being assessed	92	37.5
	Number of courses within the program	245	100.0
Certificate	Number of courses with SLO's being assessed	18	23.4
	Number of courses within the program	77	100.0
Not a technical required course for a degree or certificate program	Number of courses with SLO's being assessed	8	0.004
	Number of courses within the program	185	100.0
Total Number of courses with SLOs being assessed within programs		134	25.0
Total count of courses within programs		540	100.0

### **Self-Evaluation**

Typical of many other community colleges, an associate degree at Guam Community College requires 60+ degree-applicable units. As part of their 60+ unit educational plan, students must complete units in General Education and units in one area of inquiry, which comprises the major selected by the student. General Education requirements and Technical requirements are variable by program. The curriculum framework for the area of inquiry is designed to be sequential and allows for focused study within the area of concentration. The General Education segment is designed to introduce students to broad areas of knowledge, their theoretical foundations, and methods of inquiry. Students who choose to focus on a specific area of vocational study can also choose a certificate of achievement in their major.

Almost all of Guam Community College's vocational programs include an Associate in Science degree option. The majority of programs consist of 19 units of General Ed. Requirements from Natural Science, Social and Behavioral Science,

Humanities, Math and English. Also included are electives to reach the 60-unit degree minimum.

### **Planning Agenda**

Hire additional Counselors so that advisement, guidance, and counseling services would be more readily available to students.

Review degree and certificate courses and programs to ensure their accuracy, currency, and relevancy.

***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.***

### **Descriptive Summary**

Industry standards, local needs, and improvements in the curriculum drive development of and continual upgrades to vocational programs. Through business involvement from advisory committees, internship sites, practicum, CO-OP field experience, and other business partnerships, students completing degrees and certificates have the knowledge and skills necessary to enter into the workforce as successful employees in their chosen field.

### **Self-Evaluation**

Apprenticeship (Enrollment)	
Female	34
Male	240
Total:	274

Apprenticeship (Employers)			
	Female	Male	Total
Public	8	83	91
Private	26	157	183
Total:	34	240	274

Apprenticeship (Total No. of Employers)	
Public	6
Private	33
Total:	39

Apprenticeship (Local/Federal Government Sector Employers)
---------------------------------------------------------------

	Female	Male	Total
Dept. of Public Works	0	6	6
DOA	1	5	6
Guam Power Authority	1	23	24
Guam Waterworks	1	23	24
NCSTAMS	0	1	1
Port Authority Guam	6	24	30
Total	8	83	91

Apprenticeship (Private Sector Employers)			
	Female	Male	Total
Advance Elec. Service	0	2	2
Atkins Kroll	1	0	1
B.Q. Fire Sprinklers	0	2	2
Barrett Plumbing	1	7	8
Black Const. Co.	0	5	5
Cars Plus	0	8	8
DZSP 21	1	18	19
F.A.C.S Incorp.	0	1	1
Guam Shipyard	1	14	15
GTA TeleGuam	2	45	47
Hawaiian Rock Prod.	1	9	10
Hilton Guam	4	2	6
Hard Rock Café	2	0	2
Horizon Lines	0	0	0
Hotel Nikko	0	1	1
Hyatt Regency Guam	1	2	3
J&B Modern Tech.	0	1	1
Lam Lam Tours	0	15	15
Medler's	0	1	1
Nissan Guam	0	4	4
Onward Beach Hotel	0	1	1
Onward Mang. Golf	1	1	2
Outrigger hotel	0	0	0
Perez Bros.	0	3	3
PMT Corp.	3	1	4
Prestige Auto.	2	2	4
Sam Choy's	0	1	1
Sweet Relief (PROA)	1	0	1
TLC Day Care	1	0	1
Trane Guam	0	1	1
Two Lover's Point	4	0	4
United Tire Serv.	0	4	4
Universal Tire Supp.	0	4	4

W.B. Flores & Co.	0	2	2
Total:	26	157	183

### **Planning Agenda**

- Conduct a survey of graduates to determine if working in degree or certificate related field of study.
- Conduct employer satisfaction survey of graduates.
- Conduct a survey of graduates who continue on to earn a Bachelor's of Arts or Bachelor's of Science degree.

***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.***

### **Descriptive Summary**

Guam Community College assures that information about its educational courses and programs and transfer policies is clear and accurate through its College catalog; schedules of classes; college, department, and program websites and brochures; and transfer materials. These documents are the most comprehensive in terms of the quantity and range of information about courses, programs, and transfer policies.

The College catalog is currently from 2008-2010 and schedules of classes are updated and published for each semester. The College catalog contains descriptions of the Associate in Arts and Associate in Science degrees and of each certificate offered by Guam Community College, including graduation or completion requirements. Student learning outcomes are cited in the course descriptions for degrees and certificates. In addition, information about university transfer and job or career preparation is included where appropriate.

Schedules of classes provide a range of information about courses including course descriptions; admission and registration information; financial aid information; an academic calendar; online class information; and GCC campus map. The schedule of classes serves as the most frequently updated document containing information about the College's courses and programs.

As has been the practice over the past few years, the College catalog and the schedules of classes are available on the College website. Posting both documents online allows current and prospective students the opportunity to review course and program offerings and the GCC transfer policy. Posting also allows the College to readily update

information as it may be altered throughout the registration period and during the academic year itself.

College, department, and program websites and brochures provide specific department and program information about course, program, and transfer requirements and highlight occupational opportunities that are available to students who earn degrees or certificates in the area.

Faculty are required to provide a syllabus for each course they are assigned to teach, and the syllabus must contain learning objectives for the course. These requirements are emphasized to faculty through department meetings, new faculty orientations, and workshops. Department chairpersons and deans meet individually with faculty on an as-needed basis in order to discuss the contents of their syllabi. Student and peer evaluations contain questions designed to assess whether, and to what degree, the course syllabus is made available and followed throughout a given course.

Guam Community College ensures that individual sections adhere to the course learning objectives through the Program Review and the faculty evaluation processes, both of which provide strong means of assuring clarity, accuracy, currency, and relevancy of all courses. When new probationary and associate faculty members are hired, they are required to attend an orientation session conducted under the auspices of the Office of Instruction, where they receive the Faculty Handbook and participate in interactive discussions with department chairpersons, veteran faculty, and administrators, about ways of understanding and including student learning outcomes in their syllabus.

### **Self-Evaluation**

The Guam Community College offers information about the vocational and educational programs through the MyGCC website and college catalog. The online catalog is updated every semester and the hard copy catalog is updated yearly. The department has the opportunity to update information in the catalog as changes are made. Changes are based on suggestions made by a department and their Advisory Committee to keep aligned with Industry standards. 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.

Admission & Registration, GCC Catalog, Syllabus, Course guide  
Interviewed Johanna Camacho  
Patrick Clymer, GCC Registrar

### **Planning Agenda**

None

6a. *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.*

### **Descriptive Summary**

Guam Community College policy regarding evaluation and acceptance of course work students complete at another college is published in the College catalog. It is the institution's practice that *evaluation* and acceptance of such course work is accomplished by the Registrar and or counseling.

The College participates in the CAN (Guam Articulation Number) program. By utilizing CAN, the College is assured that courses offered at GCC are equivalent to those at other colleges and universities. The CAN indicators are listed adjacent to course titles in the College catalog and schedules of classes. In addition, the College utilizes the ASSIST database to provide students with information about specific courses. The Articulation Officer keeps articulation agreements current by working with discipline faculty and programs and with other colleges and universities. In addition, the Articulation Officer is responsible for submitting documentation to the receiving institution to verify articulation agreements between GCC and them.

### **Self-Evaluation**

The procedures for evaluating coursework from other colleges and universities are adequate, although they are in need of review and updating and need to be published in the College catalog and other relevant documents. Once defined and implemented student learning outcomes for courses and programs are established, evaluation of outside coursework to GCC coursework will be even more valid.

### **Planning Agenda**

Evaluate articulation agreements periodically to ensure they are appropriate to the college's mission AAD, AY 06-07, Std 2, A6.a

A6b. *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.*

### **Descriptive Summary**

During the 2003-2004 academic year, the Faculty Senate undertook discussions regarding program discontinuance and procedures. The Senate has developed draft document called "Guidelines for Program Development, Merger/Dissolution, and Discontinuance." When presented through the collegial consultation process and, subsequently, forwarded to and adopted by the Board of Trustees, such a document will

provide the guidelines by which recommendations can be made regarding at-risk programs or those in need of significant changes.

### **Self-Evaluation**

GCC tries its best to help students to complete the program in a timely manner. There are substitute courses and self-paced courses available in case the course is not offered for various reasons. If the need were to arise to discontinue or to significantly change an existing instructional program, the College would expedite the adoption of a program discontinuance procedures. Until such time as those procedures are in place, the College would anticipate working directly with all constituent groups to address the potential discontinuance of a program or making significant changes to one.

### **Planning Agenda**

None

*A6c. 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.*

### **Descriptive Summary**

The Office of the Academic Vice President coordinates publication of the College catalog and schedules of classes. In doing so, faculty, staff in various offices, and administrators are provided copies of the current catalog and schedule of classes in order to update the information in their section of those documents. In addition, the Schedule and Catalog Committee meets regularly to review those publications for accuracy. The Office of Assessment and Institutional Effectiveness (AIE) provides current demographic and enrollment information on students and makes that information available through the current *Fact Book* and by posting it on its website. The webmaster monitors the College website by updating postings when provided with revised or new information.

Discussion has occurred, and a number of workshops have been held in the 2004-2005 academic year, on the subject of preparing schedules of classes for as much as four terms in advance (i.e., fall semester, winter session, spring semester, and summer, in a cyclical manner). The goal of such an effort is to provide increased student access to courses and programs by way of establishing a schedule about which students would have relative assurance that classes will be available within that timeframe.

The Office of Instruction and the Department Chairpersons Caucus have worked together to discuss the advantages of such an approach and to develop a "modified guaranteed schedule" beginning with the fall 2004 term. While it is not anticipated that a four-term schedule would be published without any possibility of changes being made to it, having a coordinated schedule of classes for an extended period of time would be a

significant advantage to students and to the institution as a whole. For example, the College has produced combined-term schedules in recent times, and they have served students' and the institution's purposes by allowing students to know in advance *which* classes would be offered and for the institution to make staffing and budgetary decisions related to the given term.

### Self-Evaluation

The College continues to review its published and posted documents for content accuracy. Recognizing that the catalog and schedules of classes are among if *not the* most important documents the College produces, *faculty*, staff, and administration are aware of the need to provide current and prospective students, as well as the community, with the most current, *accurate*, and relevant information possible. Given the timeline for preparing and publishing or posting such documents, changes in them are inevitable. The College *has* effective mechanisms in place for ensuring that those changes are included in subsequent publication or posting of *those* documents.

The College will continue its efforts to communicate with the campus and the community by making the schedules of classes available through mass-mailing to all zip codes within the VVC service area and by publishing and posting accurate and relevant information in the form of reports and periodic updates. (Need to remove)

At Guam Community College the Department Chairs create the course schedules in the Banner system every semester. The Banner system was implemented in SY 2007-08. General information (such as our Mission statement and Philosophy, etc) about the College are listed in the catalog both online at the [www.guamcc.edu](http://www.guamcc.edu) website and at the college. As per the Board Secretary, Guam Community College Policies for the institution are reviewed every 2 years starting in March 2008. As per the Dean of TPS, other procedures are reviewed on a case by case need. As per the GCC HR office the procedures of the Agreement between the Guam Federation of Teachers Local 1581 AFT/AFL-CIO & The Board of Trustees Guam Community College for faculty 2005-2010 as a whole is reviewed every five years. Each section is reviewed on a yearly basis. Changes that arise may be reviewed as needed. \

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.

Catalog, Course Guide, Syllabus, GCC Website

Interviewed Lourdes Bautista, GCC Board Secretary

Interviewed Reilly Ridgell, GCC Dean TPS

Interviewed Apolline San Nicolas, GCC HR

Agreement between the Guam Federation of Teachers Local 1581 AFT/AFL-CIO & The Board of Trustees Guam Community College for faculty 2005-2010

GCC Board Policies

### **Planning Agenda**

None

**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.***

### **Descriptive Summary**

Through policies adopted by the Board of Trustees, Guam Community College upholds the practice of academic freedom and responsibility, student academic honesty, and the institutional belief and commitment to student learning and access. This is demonstrated by both the mission statement and the ethics statement that was endorsed in November 2004 by the College Assembly.

### **Self-Evaluation**

All policies are made by BOT/Management in conjunction with the Faculty Senate and student government organizations. Policies are posted online. Academic Policy 460; Resolution 9-2000 was Adopted: May 17, 2000 and Reviewed: April 10, 2008. This policy can be found in the 2008-2010 College Catalog, page 181.

The catalog is also available on line.

Resolution 6-2008, Code of Ethics Policy 470; Adopted: March 6, 2008; click on the link [http://www.guamcc.edu/index2.php?option=com\\_docman&task=doc\\_view&gid=717](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=717)

Student Handbook click on the link

[http://www.guamcc.edu/index.php?option=com\\_docman&task=doc\\_view&gid=67](http://www.guamcc.edu/index.php?option=com_docman&task=doc_view&gid=67)

AAD, Copsa, Student Support, TPS/TSS Deans, BOT, Student Handbook

### **Planning Agenda**

None

**A7a. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.***

### **Descriptive Summary**

The policy that demonstrates institutional commitment of the free pursuit and dissemination of knowledge is Board Policy 4030 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.

2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum.

Teachers and governing boards must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.

3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.

4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic or professional freedoms are violated.

5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom (Title 5, Section 51023; Accreditation Standard 2.2).

In the development of curriculum Guam Community College serves a variety of populations. All faculty hired at the college must meet Board-adopted minimum qualifications as well as expertise in the area of their teaching discipline. Classes are offered in options that include transfer and degree, vocational certificates, and non-credit coursework that reflect the needs of the Guam Community College students and its community. All credit offerings undergo rigorous analysis by faculty across the disciplines, and the Curriculum Committee thoroughly reviews proposed and revised courses and programs for academic content and adherence to College and/or outside requirements. This process reviews the syllabus, the student learning objectives, and demonstrated competencies that follow standards of recognized academic excellence.

### **Self-Evaluation**

The institution evaluates its curriculum processes in a standard cycle that reviews all class offerings. Vocational education has a two-year cycle and other college offerings are reviewed every five years. Exceptions consist of outside agency reviews (e.g., Nursing and Paramedics), revisions in specific classes, or new offerings.

(Are these GCC's academic freedom policy?)

### **Planning Agenda**

Guam Community College will institute a one-year program review cycle in vocational education.

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. GFT contract & GCC Catalog, Ethics Committee's proposed ethics policy.

**A7b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.***

### **Descriptive Summary**

**Board policy 5500 lists the standards of conduct for students.** Items of student behavior are specified in the Student Handbook. *Board* policy specifies that the following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student. (Is the Board policy number and contents for student academic honesty GCC's?)

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to *any* facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the college president.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division I 0 of the Guam Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in Guam Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to district property or to private property on campus.
6. Stealing or attempting to steal district property or private property on campus, or knowingly receiving stolen district property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the district.
8. Committing sexual harassment as defined by law or by distliet policies and procedures.
9. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.
10. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district or on campus.

11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.  
Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty, Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district.
12. Unauthorized entry upon or use of college facilities.
13. Lewd, indecent, or obscene conduct on district-owned or controlled property, or at district-sponsored or supervised functions.
14. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful district administrative procedures, or the substantial disruption of the orderly operation of the district.
15. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct. Unauthorized preparation, giving, selling, transfer, distribution, or publication for any commercial purpose of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure (Education Code Section 66300, 66450). Codes of conduct are published in the Student Handbook and are available on the web. The process that exists for students who have issues with their instructor is outlined in the Student Handbook. The process is that the student is to meet with the instructor and, if the situation is not addressed to the student's satisfaction, he or she then meets with the department chairperson. If the situation is still not resolved, the student is to meet with the area dean and submit written documentation of the issue. The dean investigates the situation, including meeting with the instructor and chairperson, and issues a written determination that sent to the student. If the student is still not satisfied, the option exists for the student to take the matter to the Chief Instructional Officer, then to the President and, ultimately, to the Board of Trustees, who would *make* a final determination. In addition to expectations of conduct for students, Tobacco & Betel Nut Free Policy, Workplace Violence Prevention Policy and Sexual Harassment prevention policy is in place. Employees of the Guam Community College, while performing their duties or interacting with other employees, students, members of the community, and all others should be honest, fair, respectful of others, and free from discrimination. Employees shall act in the best interests of students, promote good will, and create a positive image for the college of our mission statement and come to know our philosophy of the college.

### **Self-Evaluation**

The institution has developed policy and procedures that are in conformity with existing academic standards regarding behavior for students as well as for faculty, staff, and administrators.

### **Planning Agenda**

The College will distribute the new ethics statement.

The Student Handbook clearly explains the policy, procedures & consequences for student academic dishonesty. Student Handbook pg 14, GCC Catalog

*A7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

### **Descriptive Summary**

Guam Community College does not instill specific beliefs or worldviews. The priority of the institution is dedicated to student learning and student success as defined for public Guam community colleges and by the mission adopted by the Guam Community College Board of Trustees.

### **Self-Evaluation**

The College has developed *a new* ethics statement as indicated in Standard II A 7 b. In addition, the student conduct is indicated in the College Catalog and student handbook. GCC utilizes the revised and recently adopted Code of Ethics policy for staff, administrators, and Faculty and the Student Academic Honesty policy to ensure that codes of conduct are being adhered to.

### **Planning Agenda**

None

*A8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

### **Descriptive Summary**

Guam Community College does not currently conduct classes that fall under this category of programs and services.

### **Self-Evaluation**

We currently have a standardized Memorandum of Agreement (MOA) in place with our Institution and other Institutions/Businesses within the Micronesian Region. We currently have a standardized Memorandum of Agreement (MOA) in place with our Institution and other Institutions/Businesses within the Micronesian Region. CE-MOA

### **Planning Agenda**

None

## **Standard II 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.*

### **Descriptive Summary**

(Need to verify whether this part requires the three elements of the self-study)

Comment: Do not leave blank.

### **Self-Evaluation**

Comment: Do not leave blank

### **Planning Agenda**

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. 1, 2*

### **Descriptive Summary**

Student Support Services progress has been made within the College Access grant, offering high school students in the community the opportunity to access information about Guam Community College. College Access offers workshops on financial aid assistance and college admissions to further encourage and improve accessibility for local high school students to come to GCC. It also offers grant aid assistance to high school graduates to aide in making college a more accessible and less of a financial burden to students. Since the inception of the College Access program (October 2008), it has served over 500 middle and high school students in learning how to prepare for college and financing a college education.

### **Self-Evaluation**

Implementing college prep counseling programs in the high schools has benefited prospective students in preparation for college over the past several years. It is the goal of College Access to continue to support college access through the delivery of information through the counselors in the high schools. Continued research of the needs of prospective students, in terms of financial aid and educational needs, will help to improve accessibility as well. Tutoring services have been provided for prospective college students who participate in the College Access program, thus improving their skill level upon entering college.

### **Planning Agenda**

None

**B2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:***

**B2a. *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

**B2b. *Requirements***

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

**B2c. *Major Policies Affecting Students***

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

**B2d. *Locations or publications where other policies may be Found***

Required Information	Evidence Found
a. General Information	
Official Name, Address(es), Telephone	Everything was found on the back side of

Number(s), and Web Site Address of the Institution	the catalog except for names and addresses of high school (secondary) sites. The main college phone number is not listed, but the office of Admissions and Registration is.
Educational Mission	The revised Mission Statement is on page 9 of the catalog.
Course, Program, and Degree Offerings	Course descriptions, certificate and degree program requirements are listed in the catalog.
Academic Calendar and Program Length	Two Academic Year cycles are printed on the back of the first page in the catalog and on the front of the second to last page of the catalog. The Calendar details the beginning and end of the terms and as well as critical deadlines. However, some of the dates are inaccurate for the FA09 Academic Calendar.
Academic Freedom Statement	The Academic Freedom Policy (460) is found on page 222, (Appendix F) of the catalog.
Available Student Financial Aid	Financial Aid Services, including specific student aid available is listed on pages 19-21 in the catalog. Also detailed are students' responsibilities.
Available Learning Resources	Under the heading of "Educational Resources" on page 17-18 of the catalog, there are subheadings of "Learning Resources Center/Library Services", detailing library services, "Educational Services – Accommodative Services for Students with Disabilities", detailing how students with disabilities can receive auxiliary aids when necessary, "Federal TRiO Programs", detailing Project AIM's student support services available to eligible students, and "Center for Civic Engagement", detailing how students can integrate education with active service learning.
Names and Degrees of Administrators and Faculty	Names and degrees of administrators and faculty are found in the back of the catalog, beginning on page 202.
Names of Governing Board Members	The names of the governing board members are listed on page 201.
b. Requirements	
Admissions	Admissions information is found on page

	23-26 of the catalog, with details about student classifications, acceptance information, placement testing, and registration information
Student Fees and Other Financial Obligations	Tuition and Fees and Cost of Attendance for full time, independent students are listed on pages 36-40.
Degree, Certificates, Graduation and Transfer	Degree and certificate requirements are listed by program major. General Education requirements are listed at the beginning of the Certificate and Degree sections on pages 56 and 78, respectively. Student Learning Objectives in General Education are listed on pages 42-43. Transfer information is not found in this section. It is listed in Appendix B in the back of the catalog. There are some errors with regard to prerequisite courses in the course description section, such as listing course numbers that are no longer in use.
c. Major Policies Affecting Students	
Academic Regulations, including Academic History	Some academic regulations are found in the "Admissions Information" section starting on page 23. Academic Honesty is not directly addressed in the catalog. The closest reference is in the "Student Code of Conduct" section on page 11 that refers to the Student Handbook, online version. In the Student Handbook there is reference to honesty (page 12), but not direct academic honesty.
Nondiscrimination	The Non-discrimination Statement is found on page 10 of the catalog.
Acceptance of Transfer Credits	General transfer credit information is found in the "Admissions Information" section on page 28. Appendix A and B include information about courses that are transferable and articulation information.
Grievance and Complaint Procedures	There are no specific grievance and complaint procedures listed in the catalog. There is reference to the counselors' role in working with students who have grievances in the "Students Rights Advocacy" section on page 13. There is a "Student Grievance Procedure" on page 20 of the Student

	Handbook, which is referenced in the catalog itself.
Sexual Harassment	There is a “Sexual Harassment Prevention Policy” section on page 11 of the catalog. However, there are no details in the catalog. More details of the policy (185) are only found in the Student Handbook on page 10.
Refund of Fees	There is reference to “Tuition and Fee Refund” on page 38 of the catalog. It states students can get a refund during the Refund Period, but does not define what this time period is exactly.
d. Locations or publications where other policies may be found	
Tobacco Policy	The Tobacco and Betel Nut Free Policy is located on page 11 of the catalog.
Copyright Policy	The Copyright Policy is located on page 10.
Workplace Violence Policy	The Workplace Violence Policy is located on page 11.

(Lauren Biggin)

**B3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.***

### **Descriptive Summary**

Learning support needs are identified through various student support services programs. For example, the Center for Student Involvement (CSI) conducts annual surveys to determine what workshops should be offered that would address the needs of students. They have been surveying students since 2005. Collaborating with Assessment and Counseling, Project AIM and the Career Placement Office, CSI has offered “Building a Stronger Workforce” conferences on a regular basis. Approximately 2,000 students have participated in these conferences to date.

The College Access program has also worked to identify student support needs by working with high school students and disseminating information about GCC early in the high school years in order that students are well prepared. College Access has found that early knowledge of financial aid and college admission information can promote college access early on.

### **Self-Evaluation**

Project AIM works with its participants on an individual basis, assessing each student's needs through the work of the Individual Education Plan (IEP). The IEP identifies the student's needs and goals for that semester and how Project AIM or other student support services can help the student in accomplishing those goals. Project AIM's goal is to retain students at GCC, which is often a major challenge at the community college level. It is through individualized support, such as one on one tutoring services or one on one counseling services, that help students succeed while they are in school. (II.B.3) (Lauren Biggin)

### **Planning Agenda**

None

B3a. *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.1*

### **Descriptive Summary**

Guam Community College offers a full range of comprehensive student services that reflect the diversity of its student population. In an effort to provide services that are accessible to the students, most services are provided five days per week, Monday-Thursday 8:30 am-7:00 pm, and Friday 8:30 am-3:00 pm. Saturday 9:00 am - 1:00 pm. extended hours are offered during peak times to accommodate student needs one week prior to the start of the term. During registration, additional hours of operation are provided in Admissions to facilitate the admissions enrollment process. Most services are fully accessible and well marked for easy identification. The College has centrally located key services in one building to better serve students, such as: Admissions & Records, Registration, the Bursar's Office, Financial Aid and Assessment. Many offices for student services, including application and registration, can also be accessed on-line for even better service delivery. English as a Second Language (ESL) courses and placement assessment are provided to serve the non-English speaking students in the Assessment Center. In addition, the Student Handbook provides supplemental information to help guide students to necessary services.

### **Self-Evaluation**

The departments and programs that provide educational support services for students are now more centrally located on campus, housed in two major buildings:

Student Services Building I and II. Students can readily locate needed programs and services, due to improved signage and updated maps on campus.

Guam Community College students are currently accessing registration, assessment, courses and services through a variety of means. Class schedules may be accessed either online or in a hard-copy format. Alternative formats for students with disabilities may be requested through the DSPS Office. Students are currently registering for classes in person, online or over Ram Talk telephone registration. Students needing extra support may register with the assistance of staff in a variety of programs on campus such as DSPS, ACT (Assistive Computer. Technology), EOP&S, Student Support Services or with the help of bilingual faculty or classified staff. In addition, priority registration services are available for EOP&S and DSPS eligible students two days ahead of general student populations.

Guam Community College students are currently assessed for academic course placement either on campus or in a limited capacity at proctored off-campus locations in the community. Assessment is also *available* to ESL students for placement into a variety of course levels. Students with disabilities are accommodated with various services such as a distraction reduced environment (testing rooms), sign language interpreters for instructions, note-takers, enlarged print, i.e.: Zoom Text for low vision users, and readers for individuals with blindness and learning disabilities.

Along with the traditionally delivered on-campus course *selections*, *Guam Community College* offers online courses. Guam Community College also offers several courses, including English as a Second Language, off campus in various locations throughout the community. The College has responded to the extreme enrollment growth by promoting more web-based registration *services* which includes the college application, fee payment and general registration. The College has tracked the increase in web-based registration utilization.. For example, only 579 students were reported in Fall 2000 to have used web-based registration services, while 6,823 students were reported to have used web-based registration services in Fall 2003.

GCC has a physical master plan that is ADA complaint. All of GCC's programs and services are accessible to all students. Accommodative Service, Career Placement College Access provides financial aid and college access information to middle and high school students in the community. This is done through not only schools, but also non-profit organizations and community centers. This indicates that College Access has made a significant effort to reach beyond students in the school setting, but also through other avenues in the community. (II.B.3.a) (Lauren Biggin)

### **Planning Agenda**

None

B3b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

### **Descriptive Summary**

Co-curricular activities on campus provide a platform for students to interact with others who have similar interests. Involvement in these activities provides students with an environment that can be relaxing, socially responsible or academically challenging. Additionally, the College student activities provide opportunities to learn teamwork and civic responsibility. Campus activities include student government and politics, 17 clubs, local and national academic *support* groups, and a student newspaper. Nearly all the groups are involved in fund-raising activities to support various academic and social goals. The groups have a Faculty or Staff Advisor to oversee funding and provide direction for selected activities. In addition, the College supports 14 athletic varsity teams that compete in the *Foothill Athletic Conference*.

More specifically, the Associated Student Body was recognized as the "Community College of the Year" for 2004. In addition, the Model United Nations team at Guam Community College was awarded Honorable Mention at the National Model United Nations Conference in New York representing the country of Tajikistan, Spring of 2004. Guam Community College competed against 3,100 other participants from over 190 schools located in 44 different countries. Guam Community College students were judged to be in the top ten percent of their respective committees every day. Guam Community College students out-performed students from the London School of Economics, UCLA, and University of Chicago. Guam Community College was one of only 25 schools out of 190 to win such recognition.

### **Self-Evaluation**

According to the student satisfaction survey conducted in the Fall Semester 2003, students rated their satisfaction with campus climate only (-0.02) lower than the seven comparison Guam community colleges used for the survey results. In general, this satisfaction rating indicates students are satisfied with the Guam Community College climate and their expectation of belonging are reasonably met.

***Campus Climate*** This component of the survey assesses the extent to which your college provides experiences that promote a sense of campus pride and feelings of belonging. This scale assesses the effectiveness of your institution's channels of communication for students.

GCC emphasizes service learning, co-op, and student involvement in campus programs in order to encourage personal and civic responsibilities. Various services are listed in the 2008-2010 catalog on page 13 to 16.

General Education Courses & GCC Catalog (page 16)

Co-curricular activities provide a platform for student to interact with others who have similar interests. Campus activities include student government, 17 clubs, local and national academic support groups, and a student newspaper.

More specifically, in AY08-09 Project AIM put on 13 workshops dedicated to promoting intellectual, personal and civic responsibility. For example, “Tips to Writing Research Papers” and “Note-taking” workshops provided knowledge for academic success, whereas “Secrets to Winning Scholarships” and “Celebrating Diversity” workshops provided information on personal and civic success.

Another example of addressing personal and civic responsibility is through the Center for Civic Engagement (CCE). In AY08-09, CCE had 1675 students participate in its Service Learning activities. There were 28 academic Service Learning courses offered at GCC, and 21 faculties who incorporated Service Learning into their curriculum. Currently, there are 41 partnerships between community based organizations and GCC. In Spring 2009 GCC began documenting Service Learning courses in the catalog for the first time and CCE participated in the 17<sup>th</sup> Annual Pacific Educational Conference. Improvements to be made are the gathering of data that will show the impact of student attitudes and learning through CCE. Additionally, there needs to be improvement on getting more faculties involved in CCE and documenting Service Learning activities they are conducting in their classes. Currently, many do Service Learning activities but do not report those activities to CCE. CCE is a sub grantee of Hawaii Campus Compact, which did not receive funding in the last round, thus CCE has no more grant money as of August 2009.

TRACDAT contains CCE’s assessment information and the following link showcases CCE success stories, <http://www.servicelearning.org/page/index.php?detailed=547>.

(II.B.3.b) (Lauren Biggin)

**Waiting for information from Imelda Clymer (II.B.3.c) (Lauren Biggin)**

### **Planning Agenda**

None

***B3c. 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.***

### **Descriptive Summary**

Guam Community College employs a campus wide matriculation program, which provides guidance and advice as part of a multi-step orientation and academic counseling program. Identification and goals of counseling services are incorporated into all adjunct faculty training sessions, and full-time faculty are informed of changes in procedures and services.

Only Counseling Faculty provides academic advisement to Guam Community College students. Students are often referred to faculty for in-depth questions about a particular academic or vocational field and faculty are invited annually to counseling meetings to provide counselors with the most up-to-date information pertaining to departmental course offerings and certificates. Students are referred to Student Support Services such as tutoring.

The Learning Center and Language Labs assist in *strengthening* academic performance. Guidance classes are offered on a regular basis in Career and Life Planning, Learning Strategies and Study Skills, College Success, Building Math Confidence and Self Esteem. Advisement in selecting an academic major and assistance with career planning is also provided for the students. Orientations, education plan development and counseling guidance courses make significant contributions to indirect student learning outcomes.

### **Self-Evaluation**

At this time, the primary method used at Guam Community College to evaluate counseling and/or academic advising is the evaluation process. This process is initiated annually by the Dean of Student Services each October. Counselors and academic advisors select peer reviewers with the agreement of the administrator. Students complete counselor evaluation forms after each counseling session. These student evaluations, as well as a counselor self-evaluation are then reviewed with both the faculty peer and the Dean. The Dean will then write a summary based on meeting discussions, peers, self and student evaluations. After the counselor has reviewed the summary, it is signed by *the* counselor and the Dean, then placed in a personnel file with the self and student evaluations. This process is completed by March 1 and all tenured full-time members will be reviewed once every three years.

The counselor self-evaluation focuses mainly on accomplishments, plans, goals, strengths and weaknesses to help evaluate the effectiveness of the counselor's training as opposed to evaluating the effectiveness of the counseling in terms of student development and success.

The student evaluation focuses on the effectiveness of the counselor in terms of student success by asking questions that affirm that the student did receive the information or services (e.g., information on majors, certificates, transfer programs, career guidance, personal assistance, referrals to other programs and services) he or she had come for. The student evaluations collected in the Fall Semester 2003 rated student

satisfaction with individual counselors and services provided as part of the tenure evaluation for five counseling faculty. Some 325 students returned evaluation forms for five counselors to provide comprehensive evaluation information. According to the results 98% of the students surveyed reported that the counselor was helpful and professional. The evaluation results also reported 99% of the students received the information and services they came for. In addition, 98% of the student evaluations indicated that they would seek services from the same counselor again. In general, the overall evaluations score ratings show how satisfied students are with Guam Community College counseling services and their expectations are being met in a satisfactory manner,

Student Support Services has grown within the last two years. DSPS has hired two new counselors, EOP&S has hired two new counselors and VVC now has nine generalist counselors. This growth may provide evidence of counselor effectiveness by demonstrating that a greater number of students are seeking academic advisement and learning outcomes. In addition, it is possible to determine assessment numbers that show evidence of people matriculating, the number of graduating students with Ed Plans compared to those without Ed Plans and the number of returning students with Ed Plans. It would also be possible to determine if students with Ed Plans take a shorter amount of time to obtain degrees than students without Ed Plans.

There is a great deal of evidence that supports the validity of adequate counselor training. For example, all counselors hired at W C must possess a MA in counseling or higher. The hiring process assures that counselors are highly qualified and diverse. Next, all counselors are involved in local, regional or statewide committees and/or activities which provide avenues to exchange updated information. Also, counselors attend update meetings where faculty and department chairs are invited to bring updates on their programs and to learn about the opportunities and services of the counseling department. During these weekly counseling meetings, outside professionals are also invited to speak on various topics in order to provide professional growth for the counselors. Counselors are continually invited to luncheons and orientation meetings to be informed about different requirements for specific degree, certification or licensing programs. University or college representatives provide updated information to enhance counseling services. Often informational letters are sent to the counselor from university representatives in order to inform counselors about changes or new services.

The Counseling Department, Departments and Faculty refer to the Catalog for advisement & counseling. GCC supports student development through proper and uniform advisement by utilizing GCC catalog and cooperating with counseling department which is well mentioned on page 11 of the 2008-2010 Catalog.

### **Planning Agenda**

The Vice President, Student Services and the Dean, Student Services will make significant efforts to improve transfer activities and increase staffing dedicated to improve the number of transfer ready students at Guam Community College. For example, additional staff will be identified that are student oriented and knowledgeable

about the transfer requirements and activities. Mailings will go out to identified transfer students advertising the Transfer Center services and functions. In addition, efforts will be undertaken to implement an electronic education plan to be utilized by counseling faculty for students, and monitored for enrollment management as related to scheduling of future class offerings.

B3d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

### **Descriptive Summary**

Student equity is viewed as a high priority for Guam Community College. The College is committed to maintaining access with success for its students, particularly those from underrepresented groups. The discussion by representative groups surrounding the review of data and development of goals and activities for student equity and diversity have been excellent, and there is an increased emphasis on student outcomes at the institution. Guam Community College will strive to improve educational opportunities and services for diverse student populations. Overall, the College will improve programs and services to better *serve* an increasingly diverse campus population.

### **Self-Evaluation**

The Center for Student Involvement is infused in the various Vocational Programs, such as Skills USA, DECA, PSTA.

The Center for Student Involvement promotes diversity through its “Island Tour” event each semester. Students become more acquainted with the Guam community, its large mixture of cultures, and its government and private sector resources that they will need when they enter the workforce. One major challenge for this event is that many students work during the day and are unable to attend due to this fact.

Another example of the college promoting diversity is through Project AIM’s celebrating diversity potluck each semester. The most recent potluck for AY08-09 was on March 31, 2009. This potluck develops an awareness and appreciation for diversity among Project AIM participants. Additionally, however, there needs to be more intentionality with regards to creating campus-wide events that promote diversity, because of the very diverse population of the students at GCC. (II.B.3.d) (Lauren Biggin)

### **Planning Agenda**

None

*B3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Descriptive Summary**

GCC's counseling department have established and implemented a multiple measures process for placement of new students into appropriate courses. Programs are evaluated on a two-year assessment cycle schedule. The Committee on College Assessment reviews and rates the assessment reports inputted in TracDat and submits their Consolidated Feedback Sheet (CFS) to the assessment authors of each department. The CFS provides recommendations on how the program/unit reports can be improved. (Department Assessment Report, AAC, AAD, Deans-TPS, TSS).

### **Self-Evaluation**

GCC uses the COMPASS placement tests which cover the areas of English, reading and math. These placement tests were developed by American College Test (ACT). Compass is a computerized test that provides important information about individual skills and preparation for college-level courses. It is an untimed, adaptive computer-based test that measures skills in reading, writing and mathematics. COMPASS was started at GCC in SP06, using the reading test and the e-Write for the essay component.

In SU08 and FA08 placement was determined using COMPASS for reading and writing and e Write for the essay component. After a series of adjustments regarding what test defined placement into what particular class levels, the current process is as follows: the raw scores for the reading determines if the student takes the writing, then the raw scores for the writing determines if the student takes the e-Write. Then to further define the placement between EN100W and EN110, the score of the e-Write is the deciding factor. The counseling department did a review of the testing instruments to revisit and determine whether or not GCC would change to another testing instrument. As a result of review, the department decided to continue the use of COMPASS.

For math, a score on the Pre-Algebra test between 0-32 determines placement into MA085. A score between 33-100 determines placement into MA095. For the Algebra General test, a score between 0-65 places a student into MA108, and a score between 66-100 places a student into MA110A. On the College Algebra General placement test, a score

between 0-45 determines placement into MA161A, and a score between 46-100 determines placement into MA161B.

### **Planning Agenda**

None

*B3f. 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.*

### **Descriptive Summary**

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. Registration & Admissions, File Room  
Comment: Please expand write-up

### **Self-Evaluation**

Per the Student Record Management section of the Project AIM grant, student records are to be kept in a secured filing cabinet. Each participant signs a Student Consent form in the Project AIM application that permits Project AIM to access information on the student, from other GCC programs, such as Financial Aid, Admissions and Records, the Health Center and Business and Finance for the sole purpose that it pertains to assisting the student within Project AIM services. Additionally, the staff has access to the Banner program to assist with academic advising. Contact records, term and year information for each participant are tracked on an electronic Student Access system.

Student Access is backed up regularly to ensure data is not lost and certain screens with participants' personal/confidential information are only accessible to full time staff, through password protection, to maintain a high standard of confidentiality. Participants are made aware of Project AIM's adherence to confidentiality under the Family Educational Rights and Privacy Act (FERPA), via the statement on the Student Consent form in the Project AIM application.

All Project AIM staff continues to ensure that participant information is kept confidential through the current means of password protection, secured filing cabinets and following FERPA standards. (II.B.3.f) (Lauren Biggin)

### **Planning Agenda**

None

*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.*

### **Descriptive Summary**

The institution evaluates student support services to assure their adequacy in meeting identified student needs. The program review model has been implemented by the College to incorporate the integrated planning approach with linkages to program planning and resource allocation. For example, Admission and Records department along with the DSPS program have gone through the Program Review process. Additionally, the current research agenda identifies student services outcomes and attempts to incorporate them into the institution's overall systematic and integrated planning approach.

### **Self-Evaluation**

Project AIM must submit an Annual Performance Report (APR) to the US Department of Education, reporting on the status and participation of Project AIM participants.

This evaluation determines how the program is functioning and if it is meeting its projected goals, requirements and objectives on a yearly basis. The main goals of Project AIM are to retain students at GCC, graduate them from GCC and transfer them on to 4-year institutions. Additionally, Project AIM works with GCC's institutional assessments on an annual basis to ensure that it is working in collaboration with the institution and meeting the needs of GCC students and the community.

Project AIM must submit the APR on an annual basis in order to be eligible to continue providing services to students. Therefore, it is Project AIM's goal to meet all of the goals and objectives set by the grant and the institution to better service GCC students. (II.B.4) (Lauren Biggin)

## **Planning Agenda**

None

## **Standard II 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.*

### **Descriptive Summary**

The Guam Community College Library provides bibliographic and information literacy competency instruction to classes upon request by faculty. Students or faculty may also request individual information literacy instruction in person, by phone or via e-mail. Likewise, reference services are available in person, by phone, or via e-mail.

Through EBSCO databases, the Library offers desktop access to thousands of periodicals to any student or faculty member via the Internet.

There are a sufficient number of computers in the library for students' use, including specially adapted computers for use by those with disabilities. There are also a sufficient number of computers in the various college labs.

The Library is open Monday through Thursday, 8:30 a.m. to 8:30 p.m., and on Fridays from 8:30 a.m. to 5:00 p.m.

Faculty provides input into library collection development through in-person contact with a librarian, through surveys, and via e-mail. The Library also asks faculty department chairs for input from them or their faculty through in-person contact with the department chair at department chair meetings.

Assessment includes surveys of students and faculty, student focus groups, and faculty focus groups. The Library also assesses student information literacy skills, of students who have attended information literacy competency instruction in the library.

### **Self-Evaluation**

GCC provides its students with opportunities for information literacy instruction. References services are available for students and faculty. Students have access to a sufficient number of computers in the library; however, a few computers are older models and need to be updated. A computer lab was placed in the Library. This was in response to student requests for more computer access.

The number of hours the library is open allows students sufficient access to the library building. Students also have access to the library online catalog and the EBSCO databases at any time they have Internet access from any location in Guam. Moreover, the library offers information literacy and reference services in a variety of methods.

### **Planning Agenda**

The library plans to update the small number of older computers and to schedule periodic replacement of computers.

The library will continue to assess library services through assessment of information competency and literacy instruction, faculty input, and appropriate measures.

*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.1*

### **Descriptive Summary**

GCC students have access to thousands of periodicals through EBSCO databases. EBSCO offers GCC college level databases, high school level databases, and specialized databases that provide information on topics such as health information, psychology, education, etc. PREL, Pacific Resources for Education and Learning, a non-profit educational organization provides access to these databases.

The GCC Library collection contains approximately 20,000 items, including books, video-recordings and print periodicals. During FY 2009, the Library's budget allowed the library to buy only one book. Since GCC also supports high level vocational courses, the depth of materials in the library ranges from high school to advanced college level materials.

### **Self Evaluation**

The Library does not provide books and video recordings that are sufficiently current or sufficient in quantity, because of issues with the Guam Community College's budget. When there are funds to purchase books, the library purchases books with sufficient depth and variety to serve the students.

The EBSCO databases include various ability levels on a wide variety of topics. These library periodical databases provide a high level of currency, depth, and variety for students and faculty.

### **Planning Agenda**

College administration is looking for solutions to the budget issues. If PREL may someday be unable to provide EBSCO databases to GCC, then GCC will need to purchase access to periodical databases through EBSCO or another appropriate vendor.

***C1a. 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.***

### **Descriptive Summary**

Library materials and equipment are selected to support student learning through an examination of the college mission and based on college programs and courses. There are projectors, laptops, printers and copiers available to support these areas. Faculty are also invited to collaborate in collection development through in-person contact, via e-mail and through surveys.

When the college begins a new program, the library purchases materials to support those programs. There are times that the library did not know about a new program until after the planning stages. The library is not generally given funds to specifically purchase materials for new programs.

### **Self Evaluation**

The library needs to receive information about new GCC programs at the earliest possible time so that funds are not taken that should be used to support other programs. GCC should set funds aside to purchase library materials for new programs.

The library has sufficient equipment to support student learning, courses, and the mission of the college.

### **Planning Agenda**

- Set aside a portion of funding for new programs in order to support the purchase of library materials.
- Inform the library of upcoming programs at an earlier time.

***C1b. 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.***

### **Descriptive Summary**

Faculty may contact the library in order to arrange for bibliographic and information literacy competency skills for their courses. This includes course specific library instruction in using the Internet, instruction in using databases, library tours and other similar activities. Faculty is also able to arrange to attend instruction in the use of databases.

### **Self Evaluation**

Sufficient library instruction is available for students to develop skills in information competency and literacy. Nonetheless, bibliographic instruction is not an integral part of the curriculum, therefore, each instructor decides whether to take their class to the library. For that students can graduate without receiving information competency instruction in the library.

### **Planning Agenda**

- Request the General Education Committee to investigate the possibility of incorporating information and bibliographic instruction into a mandatory English course.

*C1c 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. 1*

### **Descriptive Summary**

The GCC Library is open from Monday through Thursday, 8:30 a.m. to 8:30 p.m., and on Fridays, from 8:30 a.m. to 5:00 p.m. There is 24 hour a day, seven days a week, access to the GCC Library online public access catalog and to the EBSCO databases, via the Internet. Students and personnel responsible for student learning program and service receive reference assistance and/or assistance in information literacy and competency skills in person, by phone or via e-mail.

### **Self Evaluation**

Students indicate they are generally satisfied with library hours of operation.

### **Planning Agenda**

The Library will continue its assessment of student and faculty access to the library and its services.

C1d. *The institution provides effective maintenance and security for its library and other learning support services.*

### **Descriptive Summary**

The Library uses 3M security gates, a video camera system and an alarm system to provide security for the library to maintain the facility and its resources. Security personnel also patrol the campus and provide security for other learning support services.

### **Self Evaluation**

Guam Community College provides sufficient maintenance and security of its library and other learning support services. The contract with 3M lapsed and it was decided that it was more economical to forgo a contract for the video cameras.

### **Planning Agenda**

When the new library facility construction is finished, additional appropriate security measures will be implemented. It will be determined what security and maintenance needs will be required.

C1e. *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 arrangement.*

### **Descriptive Summary**

Despite efforts to work out an agreement with the University of Guam (UOG), it has not been possible for the GCC Library to enter into a formal agreement to provide reciprocal access to the UOG and GCC Libraries. The UOG Library has indicated that the GCC Library would use UOG resources to a far higher level than GCC could reciprocate. Offers were made to propose an agreement that would financially compensate the UOG Library for any costs incurred through Inter-Library loan or reciprocal resource sharing, but it was not possible to enter into an agreement.

### **Self Evaluation**

The GCC Library does not participate in any resources sharing arrangement or inter-library loan. However, the GCC Library receives perhaps two or three requests for periodical articles that is unable to provide.

The GCC Library is able to sufficiently provide for the needs of its community college students without such an agreement. In the rare event that a student needs additional resources, they can use University of Guam JFK Library resources in-house.

### **Planning Agenda**

Periodically, the GCC Library should ascertain whether an agreement for resource sharing can be entered into with the University of Guam.

*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.*

### **Descriptive Summary**

Guam Community College evaluates the library and other learning support services through surveys and appropriate measures. Moreover, the General Education Committee also evaluates student learning outcomes for General Education courses, which include information competency and literacy outcomes.

### **Self Evaluation**

When Guam Community College evaluates library and learning support services, the information is used to improve library and other learning support services.

### **Planning Agenda**

- Conduct a periodic evaluation of the library and learning support services and use the results as a basis for continuous improvement.



### **Standard III: Resources**

*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.*

#### **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.*

#### **Descriptive Summary**

#### **Self-Evaluation**

#### **Planning Agenda**

*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.*

#### **Descriptive Summary**

The College assures the integrity and quality of its programs and services by requiring all applicants to submit a standardized Government of Guam Employment Application, which may include the following:

1. A resume and support documents on the professional and academic credential claims e.g. high school diploma, college transcript,
2. US military Preference Points request form,
3. Persons with Disability Preference Point request form,
4. Preferential Hire Status,
5. Proof of eligibility to work in the United States (e.g. passport, naturalization card, permanent residency card, social security card, Government of Guam ID card, driver's license, or other proves of work eligibility), and
6. Court and traffic clearances.

### **Self-Evaluation**

The College's Employee Master Record (updated on August 10, 2007) requires all employees to provide detailed information related to their education, training, and experience, etc.

The application provides information on Evaluation Methods, Pre-Employment Medical Examination, Background Investigations and Probationary Period on how all Government of Guam agencies should proceed on how the positions are filled with qualified individuals.

The College hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services. To complete the hiring process, the hiring manager of the respective position vacancy assembles together an interview panel. Members of the panel are selected based on their area of expertise with the college to conduct the interview process. Selection recommendations from the panel are forwarded to the President for her final review and selection.

### **Planning Agenda**

The College should continue to follow the current hiring process as it is.

*A1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions 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.*<sup>4</sup>

### **Descriptive Summary**

The College's 2005-2010 BOT-GFT Agreement, FT Job Specifications clearly state all the requirements and duties of each level position for instructional faculty members and non-instructional members. Job specifications and requirements are adhered to for support staff that falls under government of Guam's merit system. All position vacancies for faculty and non-faculty personnel are publicly posted through the college's website and publicly access bulletin board at the college and other governmental agencies. In addition all employees are subjected to comply with Personnel Rules and Regulations established by the College.

### **Self-Evaluation**

The College's Human Resource Office works closely with the College's Faculty Evaluation Committee (FEC) 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 FEC meets every other year. However, meetings have been delayed due to Banner Training.

The College announces its job vacancies through its Website ([www.guamcc.edu](http://www.guamcc.edu)) and provides additional qualifying information in its Job Announcement at all times where internet is available. GCC Human Resources Office also has current postings of vacancies during its normal business hours. Government of Guam agencies and employment agencies also has access to the same job announcements. All positions are open to the public and Government of Guam Employees. The Human Resources office does careful screening of each job applicant by reviewing and rating their employment application and resume. Job interviews are done through an interview panel where panel members are selected based on the area of their expertise relating to the position vacancy. Included in the interview panel is an EEO representative to ensure EEOC regulations are followed.

### **Planning Agenda**

Faculty Evaluation Committee should get back on track of meeting every other year as soon as Banner training ends, Jan 1, 2008.

Policy needs to be developed in regards to the number of faculty should be involved in interviewing potential new faculty members.

Staff selection procedures should be established.

*A1b. 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.*

### **Descriptive Summary**

The College assures the effectiveness of its human resources by annual evaluations according to each job level specifications indicated clearly in BOT-GFT Agreement Article XIII (Performance Appraisal). As it states, "the Faculty Performance Evaluation Report form shall be the instrument used to rate performance. In completing this form, the evaluator (dean or associate dean of their respective) shall take into consideration the Following:

1. Individual Faculty Plan (Appendix A-2-5),

2. Record of Classroom Observation (Appendix A-7),
3. Faculty Self Appraisal form (Appendix A-6), Unsatisfactory/Needs to Improve form(Appendix A-9), and
4. Other documentation pertaining to work performance.

### **Self-Evaluation**

The full time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage (to be completed in the first three months of the rating period, (2) the Record of Classroom Observation stage (with minimum of three observations: one formal and two informal, and (3) The Annual Performance Appraisal/Evaluation Period stage (during the last month of the rating period to finalize the previous two stages).

Three main Criteria Ratings are utilized to evaluate faculty. There are (1) Exceed Expectation for Rank, (2) Meets Expectation for Rank, and (3) Unsatisfactory/Needs Improvement. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan shall identify a time line for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty member to improve his/her performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal. The Faculty Evaluation Committee (FEC) meets alternate years to review faculty performance criteria.

Job performance evaluation for support staff and administrators are performed annually utilizing a performance evaluation instrument designed specifically for staff and administrators. Additionally, GCC in collaboration with an off-island company has initiated an assessment survey for administrators, President, and Board of Trustees. The purpose of the survey is two-fold. First, to provide helpful feedback to administrators regarding their performance vis-a-vis faculty and staff expectation. Second, the survey serves as a basis for dialogue between the college's administrators and the constituency they serve.

### **Planning Agenda**

FEC resumes Banner Training as of Jan 1, 2008.  
Staff evaluation procedure should be developed.

*A1c. 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.*

### **Descriptive Summary**

Job Specification and the Faculty Performance Evaluation (including individual faculty plan) require instructional faculty members to adhere to standards established by the college, such as develop approved course level student learning outcomes (SLOs) and course syllabi. Classroom observations are conducted by their respective associate dean, and dean with an approved observation guideline. Formal observation reports and discussions are provided to the faculty members to make appropriate adjustments and improvements in his or her teaching methods.

### **Self-Evaluation**

The College evaluates its faculty and others through faculty performance evaluation, observation guidelines, IFPs, and job specifications.

### **Planning Agenda**

Follow the current evaluation process as it is.

A1d. *The institution upholds a written code of professional ethics for all of its personnel.*

### **Descriptive Summary**

The college has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. Although there were standard Government of Guam policies and policies written by the college in the past, the GCC Code of Ethics Policy 470 was adopted by the Board of Trustees on March 6, 2008 (Resolution 6-2008) to further re-enforce and cover subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power, and professionalism for all employees.

### **Self-Evaluation**

The College's Code of Ethics Policy 470 was adopted in March 6, 2008.

### **Planning Agenda**

None.

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.*

### **Descriptive Summary**

The College's Fact Book (2009 Volume III) stated that "the College's faculty is well qualified by their education, experience and industry certifications to offer courses and programs of study which achieve the mission of the college."

### **Self-Evaluation**

In the fall of 2008, full-time instructors numbered 107; 58 adjunct instructors, 36 administrators, and 83 staff. The full-time instructor numbers not only reflects the 66 post-secondary faculty members on campus, it also includes the 41 secondary faculty members in all five local high school's satellite programs. There are 24 assistant instructors, 32 instructors, 32 assistant professors, 15 associate professors, and 4 professors in all. The faculty comprise of 58% of all employees at the college. Total number of students served in AY2008-2009 is 14,294.

The College 2008-2009 Fact Book indicated 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 College with the experience and qualification to carry out the programs and services of the college. Additionally, the College maintains a sufficient number of staff and administrators to provide the necessary administrative services to support the mission and purpose of the college. Evidence of HR recruitments is filed in the HR office.

All job announcements are posted on MyGCC and distributed throughout the Gov't Guam and other employment services (i.e. One Stop Center, family Fleets/Service Center, etc). All job announcements are electronically emailed to Departments heads (department chairs) to sent out to their contacts and prospective interested applicants. DCs do play a very active role in distributing the Job Announcements to individuals in their industry. Job announcements are advertised in the Guam Pacific Daily News and/or the Marianas Variety News when requested by the Department (and is subject to availability of funds). For positions that are difficult to recruit (i.e. Faculty Nursing) or Presidential positions, advertisement are made in industry specific magazines and websites (i.e. HigherEdJobs.com, healthcareers.com and jobtarget.com).

The only faculty position that HR has evidence of difficulty in filling is the Nursing positions. All other faculty positions were filled within our defined time frame. For example: For year 2008, GCC had a total of 28 job announcements for full-time permanent positions. In accordance with our personnel rule, regulations and procedures it takes average of 30-45 working days from the date the job announcements closes to fill a permanent position. Limited term positions can be filled in 2-5 work days.

### **Planning Agenda**

Advertise and hire full-time faculty, specifically, the position vacancy should be announced on Guam Pacific Daily News and Guam Tribune to attract more qualified candidates to fill the positions.

Create a pool of qualified faculty candidates in order to quickly fill much needed faculty vacancies, specifically, creative means should be developed to fill the Nursing positions.

***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.***

### **Descriptive Summary**

The Government of Guam and the College has developed a wide range of personnel policies, rules and procedures that the College uses, which provide a clear set of guidelines for the fair and impartial treatment of faculty and classified employees. Many of these are set forth in the 2005-2010 BOT-GFT Agreement.

### **Self-Evaluation**

The College ensures its personnel policies and procedures are equitably and consistently administered by having Job Specifications, EEO policies, policies on non-discrimination, grievance, and complaint.

Public Law 14 77 is the College's Enabling Act and establishes the Board policies and by-laws. This Act and the bylaws are only available in hardcopy from the Board Secretary.

### **Planning Agenda**

None.

***A3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.***

### **Descriptive Summary**

The College's employment policies and procedures ensuring fairness in employment procedures are stated in the following documents: Faculty Job Specification, 2005-2010 BOT-GFT Agreement, Employment Application Form, etc.

### **Self-Evaluation**

The College fills vacancies from the best-qualified candidates without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation or veteran status.

When a teaching position vacancy occurs, the department Chairperson is responsible for conducting interview along with a GCC certified EEO Officer present to review the interview questions and monitor the interviewing process.

### **Planning Agenda**

Establish policy in regards to the total number of qualified interviewers from the department or unit should be involved in the faculty and staff selection process.

*A3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

### **Descriptive Summary**

The College meets this standard. Personnel records for all classifications of active employees are physically located in a locked and secured environment in one of the Human Resources Offices, and only authorized personnel have access to personnel records.

### **Self-Evaluation**

Access of personnel record is by request and during normal business hours through the Human Resources Office. An authorized staff member of Human Resources shall be present to ensure the security of the file and copies of records are available upon request. In addition, employees are encouraged to submit updated hard-copies of their employment related documents to the HR staff for inclusion in their personnel file.

### **Planning Agenda**

Notify an employee before placing anything of a derogatory nature in the employee's personnel file. For example, when a letter of reprimand is received, a form should be filled out notifying the employee about this. Any information s/he submits within that timeframe is attached to the reprimand and filed together in her/his personnel file. This ensures that the employee is aware of information being placed in her/his file and has an opportunity to respond.

*A4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

### **Descriptive Summary**

The College demonstrates a concern and understanding of issues of equity and diversity through a number of policies, practices and initiatives. Our commitment to

equity and effectively serving a diverse community permeates all areas of the campus from the dedication to this issue by our President and Board, to our Board policies, Human Resources' policies and practices and Professional Development offerings.

### **Self-Evaluation**

The College is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success.

Equal opportunity and a respect for diversity are evident in the hiring policies and procedures of the College. Further, EEO guidelines are followed and emphasized at every step of the hiring process.

Both policies reiterate the College's zero-tolerance policy toward discriminatory or harassing behavior towards employees or students. The College's Discrimination-Sexual Harassment (Policy 185) was adopted.

In addition to Professional Development opportunities regarding diversity addressed in A.4.a, regular and timely training is also provided

The College's Human Resources Administrator stays abreast of emerging issues related to diversity and equal employment law by maintaining membership in the Society of Human Resources Management (SHRM). And she holds the position of Guam SHRM Chapter President. This allows her to stay current and provide timely and accurate training for her staff.

### **Planning Agenda**

Include the ethnic origin of the faculty and staff on the College's Fact Book.  
Job specifications for administrators and staff should be posted on the College's Website.

All newly hired employees are required to read and acknowledge their awareness of the College's discrimination and sexual harassment policies and procedures.

***A4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.***

### **Descriptive Summary**

The College's Center for Student Involvement (CSI) oversees various clubs and organizations which are working closely with our diversified student populations. CSI "oversees [New Student On-Line Orientation](#), [Student Governance](#), [Leadership Training and Development](#), and [Student Organizations](#)." Each of these initiatives is guided by the belief that "students must become intentionally involved in campus programs and activities in order to become fully prepared for the workplace and for other life commitments."

Detailed description in regards to the forms used to create student organizations, the establishment of the by-laws, ways to conduct meetings, etc. are clearly documented ([www.guamcc.edu](http://www.guamcc.edu) – Offices – CSI).

### **Self-Evaluation**

In reviewing different clubs and organizations, we found out there are numerous services and programs are available to assist our diversified student population. The Council on Postsecondary Students Affairs (COPSA) and Project Aim are two examples of these organizations.

### **Planning Agenda**

The College should have grievance policies and procedures for classified employees.  
A4b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

### **Descriptive Summary**

The Human Resources Office annually assesses its record in employment equity and diversity for all personnel when submitting HR report. This report includes both a workforce and utilization analysis as required Human Resources reviews this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in our employee demographics. An example of efforts in this area includes adding advertising sources that market to specific populations.

### **Self-Evaluation**

For a comparison of our employee demographics for Fall 2008 and spring 2009 for gender by employee group at the College, consult “GCC Fact Book”. Comparing our current gender data to 2005, we see an overall increase in the number of female faculty and educational administrators and an increase in female classified managers and staff.

In regards to ethnicity demographic changes, we see that during this six-year period both the full-time faculty and classified staff have increased in diversity, while classified educational administrators declined in diversity. This type of comparative data informs Human Resources decisions about recruitment and advertising especially in the area of leadership positions on our campus.

### **Planning Agenda**

A4c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

### **Descriptive Summary**

The College demonstrates fairness, equity and integrity in the way it treats its employees and students through its adherence to established Board policies and procedures that address employees and employment provisions and that are themselves developed through a collegial consultation process. These Board policies, which govern the treatment of employees, are readily available on the College website, and policies regarding the treatment of students are available in the College Catalog.

### **Self-Evaluation**

The College is committed to treat its students fairly, and this is evidenced with the College's Mission Statement- Board of Trustees Policy 100, Affirmative Action Policy 160; Resolution 57-94; Adopted: 3.16, 1994, Discrimination-Sexual Harassment Policy 185. Additional policies that affect the treatment of all employees can be found in the College's website ([www.guamcc.edu](http://www.guamcc.edu) – Reports).

### **Planning Agenda**

Increase plans to subscribe, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. Additional research will be conducted.

*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.*

### **Descriptive Summary**

The institutional mission of GCC is to provide the community with a responsive educational environment that empowers learners to develop skills and knowledge to be responsible and productive in a complex world.

The College's Professional Development Program can be divided into two parts: Faculty's Professional Development Committee and Staff and Administrator Professional Development. Both programs have provided developmental workshops, presentations and activities for faculty and staff. The Board approved \$50,000 annually for Faculty development activities. And the revised Staff/Administrator Professional Development Procedures (revised 9/3/2008) is used to govern staff and administrators to apply for professional development funds ([www.guamcc.edu](http://www.guamcc.edu)-MyGCC- Employee Services)

### **Self-Evaluation**

In AY 2008-09, full-time faculty, classified staff, and administrators participated in one or more professional development workshops. Full-time faculty members are required to participate in a one full-day Professional Development Day activity per semester.

The New Faculty Mentorship Program is offered each fall for the purpose to assist newly hired faculty. The purpose of the Program is to provide opportunities for the new faculty to be paired with a mentor who will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College.

In addition to treating our employees fairly and equitably, the College also enjoy recognizing faculty and employees' and celebrating their accomplishments ([www.guamcc.edu](http://www.guamcc.edu)- MyGcc- Work Life)

### **Planning Agenda**

Re-implement professional development funds as soon as possible.

A5a. *The institution plans professional development activities to meet the needs of its personnel.*

### **Descriptive Summary**

The College is committed to developing the faculty and staff to their fullest potential through the numerous training opportunities offered throughout the entire year as part of the Professional Development Program.

### **Self-Evaluation**

### **Planning Agenda**

A5b. *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.*

### **Descriptive Summary**

Professional development activities are developed, planned, implemented, and evaluated by the HR Office, Faculty Professional Development Committee (interviewed Joann Muna, HR Administrator on May 19, 2010).

### **Self-Evaluation**

Faculty Professional Needs Assessment Survey is conducted by the Faculty Professional Development Committee semi-annually in each semester. The results of this survey are used to determine the workshop offerings and training opportunities for the upcoming semester's Professionally Development Day. Learning outcomes are required for each workshop. The learning outcomes are clearly identified in the workshop description, and the presenter is required to develop curriculum that meets the stated learning outcomes. Workshop participants complete an evaluation form for each session they attend, and the HR Office and Professional Development Committees review these forms, evaluate whether the learning outcomes are met and determine if a follow-up session is recommended.

### **Planning Agenda**

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.*

### **Descriptive Summary**

The College's Institutional Strategic Master Plan (ISMP) was adopted. This document will guide the College in its future endeavors related to planning, development, growth and sustainability. HR planning is integrated with ISMP.

### **Self-Evaluation**

The institutional, departmental and program planning at the College heavily influences Human Resources planning. Human Resources is integrated into the planning process to ensure that the College is recruiting effectively and adequately supporting existing employees in order to meet the demands for all of its programs. For example, without the institutional and departmental planning, the College would not have planned appropriately to ensure that adequate new faculty and staff is employed to match the needs and timeliness of opening the Allied Health Center (verified with Joann Muna, HR Administrator on May 19, 2010)

### **Planning Agenda**

## Standard III: Resources

### 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.*

**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.*

#### Descriptive Summary

The College strives to develop and maintain high-quality physical resources in order to provide a positive environment to support excellence in instruction and learning. The College has been able to do this by maintaining current physical resources while planning for the future needs of its learning programs and services. In September 2005, the College's 2005 Campus Master Plan was completed by Tanguichi Ruth Architects. This 2005 Campus Master Plan mapped out the general growth of the campus facilities necessary to accommodate the College's anticipated needs over the next 15 years. The 2005 Campus Master Plan has been an instrumental component of the College's strategic package when applying for federal grants and other funding sources, resulting in the successful awarding or acquisition of funds for a variety of projects from a multitude of sources. The College's physical resource planning is integrated with institutional planning documents such as the Institutional Strategic Master Plan: 2009-2014 (ISMP) (Appendix B) and other Institutional Effectiveness reports.

The College is located in the village of Mangilao on a 24-acre site. There are fifteen permanent buildings on the site along with several temporary buildings. Of the fifteen buildings, three are generally new facilities. The current Administration Building, which was originally intended to be student housing, was constructed in the mid-1990's. The Technology Center and Multi-use Building are concrete structures that were refurbished in 2005. All of the other facilities located on campus were constructed through the 60's, 70's and 80's with the most recent construction being the existing Learning Resource Center (locally referred to as the Foundation Building) built in the 1980's, which houses the campus library on its second floor.

Standard classroom facilities are housed in Buildings A, B, C, and D which are concrete structures. Buildings 100, 200, 300, 500, 600, 900 and the LRC are pre-engineered metal buildings that are used primarily for career and technical education shop facilities. Additionally, GCC has a concrete building on the John F. Kennedy High School (JFK) campus in Upper Tumon. Shop spaces are provided for Air Conditioning and Refrigeration, Auto Mechanics, Auto Body, Construction Trades, and Welding in the Trades and Industry

Park. Special laboratories are used for instruction in the Office Technology, Networking Systems Technology, Visual Communications, and the Hospitality/Tourism programs.

In keeping with the campus facilities plan, the new Allied Health Center was opened in December 2009. Consisting of over 25,000 square feet, the two-story facility houses classrooms and laboratories for the Allied Health program and Science department. In addition, the College broke ground in October 2009 for the construction of a new, state-of-art Learning Resource Center (LRC). This two-story, 22,000 square foot LEED-certified facilities will include a reading area/collection section, computer work areas, a computer lab, group meeting rooms, audio visual rooms, staff areas, and a large group meeting room. Construction is expected to be completed in October 2010. Additionally, the College will embark on the design phase for a new student center that will be a state-of-art facility containing amenities conducive to the overall learning experience and lead to successful student learning outcomes.

### **Self-Evaluation**

In support of the College's ISMP to provide facilities that are clean, efficient, safe functional and aesthetically pleasing, the College is systematically implementing various components of its integrated 2005 Campus Master Plan and continuously reevaluates its anticipated needs on a recurring basis. Completion of these key projects will increase the building area of the campus by 75% and allow the College to accommodate the anticipated 15% increase through 2020.

The College is experiencing one of its largest and most dynamic period of enrollment that is in direct correlation to the anticipated exponential economic growth and social change that Guam has experienced since the end of World War II. Over the past several years, the College as generated more than \$15 million in construction revenue from federal and local funding sources, partnership opportunities, and endowments. In addition to the ongoing expansion of the College's existing footprint, an additional 314 acres were acquired in Fiscal Year 2000. The continuous planning efforts and diligent pursuit of grants and other funding, will allow the College to not only plan for the future, but also respond to students when they enter the College. As a result of this tradition of adhering to sound planning processes and the College's commitment to carry out plans, the College has exhibited responsible and responsive leadership in identifying and securing resources. In light of their fiduciary conscientiousness, the Office of the Public Auditor congratulated the college today for having a posted a clean audit for the ninth consecutive year, maintaining its fiscal accountability and increasing student enrollment, despite challenges such as Guam's economic downturn and stagnant local appropriations.

### **Planning Agenda**

None

- B1a. *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.*

## **Descriptive Summary**

The College plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. The ISMP and Campus Master Plan serve as the primary planning documents. These documents are driven by the College's Mission, priorities and annual department plans.

The Planning & Development Department provides planning and construction oversight for all campus renovations, improvements and expansion, which consists primarily of the implementation of the Campus Master Plan, as well as health and safety and ADA issues. All major internal requests, as well as new, expansion, remodel and accessibility projects are handled by this Department. The Department is also responsible for the coordination of the program planning with all stakeholders, selection of consultants, implementation and oversight of construction, budget oversight, scheduling, and the commissioning and personnel training of the completed projects. Stakeholder groups consist of staff from each department that will occupy a new or renovated building space that assist in planning and designing the space from the initial project proposal through the design development and construction drawing stages. The groups work directly with the architect to plan their spaces to ensure that each space meets their program needs. Each year the College reassesses its programs and reorganizes its organizational structure and instructional curriculum in accordance with anticipated industry needs. Based on these findings the process to move forward with the submission of projects that fulfill the needs of the instructional program is initiated.

## **Self-Evaluation**

In December 2008, the College adopted its ISMP that incorporated the 2005 Campus Master Plan that would add/modify and modernize space to meet the educational program (curriculum) needs into the year 2020 and beyond. The ISMP was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The Planning Team reviewed the institution's mission statement and crafted a new vision statement for the College. These statements were devised to embody the core values and provide direction to the mission of the institution. From there, the internal strengths and weaknesses of the organization were reviewed along with external opportunities and threats that existed. Information derived from the self-study process, various reports from the Office of Assessment and Institutional Effectiveness, as well as other secondary sources were used to provide a body of knowledge and data that framed the direction of the plan.

The facilitation process identified five key findings:

1. There is no comprehensive needs assessment of actual workforce training requirements on Guam. Workforce training requirements have been determined using broad qualitative assessments proffered through informed estimates made by community representatives. However, a formally researched assessment of local

workforce training requirements will be most beneficial to the College's effectiveness in meeting the community's needs.

2. The career and technical training services offered by the community both in the private and the public sector are uncoordinated resulting with inconsistent quality and in many ways duplicate services that would be more effectively provided through a cooperative and coordinated approach.
3. As with any other government agency, the College defends its annual budget before the Guam Legislature. Because of insufficient endowment funding, the College has been affected by the island's fragile and volatile economy further challenging the College in advancing its mission to increase programs and services. However, the resource challenge can be minimized through justifiable tuition increases, federal grant applications and diversified sources of funding.
4. Recent accreditation consultations have revealed the Western Association of Schools and Colleges (WASC) require a new approach for colleges to maintain their accreditation status. All courses, programs and initiatives must be driven by the pursuit of competent student learning outcomes. Although GCC has made significant progress in meeting these new requirements much remains to be done to clearly link student learning outcomes to institutional effectiveness.
5. The GCC "brand" and the College's role in the community need to reflect current endeavors and initiatives in order for employers and the community at large to be sufficiently informed of the College's vision and activities. The strategic plan was developed to address these issues as quickly and effectively as possible. The resolution of these items and the implementation and continued refinement of initiatives and programs that are prescribed represent a multi-year endeavor.

The ISMP identifies new educational curriculum, as well as programs and services that will be added to further develop the College's mission as a comprehensive community college to enhance transfers of our students and provide training for emerging occupations. The facilities portion of the plan, which addresses needs identified in the ISMP, was developed in coordination with Tanguichi Ruth Architects and all stakeholder planning teams involved in facilities development.

The College has completed two of five key facilities under the Campus Master Plan; a new state-of-the-art Crime Lab facility and the recently completed Allied Health building. The remaining three include the following:

1. The Learning Resource Center – currently under construction
2. New Student Center – design phase to commence FY 2010
3. Criminal Justice Building – to be phased in as funding becomes available

In addition to new construction, infrastructure improvements are also anticipated to take place over the next few years. Roadway reconfiguration, parking facilities, maintenance

buildings, landscaping projects and renovation or refurbishment of existing facilities are also included in the ISMP.

The College will continually assess its workforce development needs based on industry requirements. Funding for these projects will be relentlessly pursued from federal and local government agencies. The College will cultivate its public/private relationship with industry leaders and seek funding through joint venture or co-op programs. These funding sources would be necessary in order to complete the myriad of projects to ensure the College can accommodate the anticipate needs of the dynamic and changing workforce.

### **Planning Agenda**

None.

B1b. *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.*

### **Descriptive Summary**

The Planning and Development Department is responsible for overseeing the construction and maintenance of all campus facilities to ensure compliance with the College's ISMP to provide facilities that are clean, efficient, safe and aesthetically pleasing. The Department, in accordance with the Americans with Disabilities Act, has designed new facilities that are accessible and safe for students, faculty and staff, as well as the public.

It is the College's obligation to provide and maintain safe working conditions and equipment at all times, to comply with standards proscribed by applicable federal, state and local laws and regulations affecting employee safety, and to conduct continuous education and training to develop safe practices. As such, the College plans and implements scheduled maintenance projects for the repair and renovation of existing facilities. Hazardous substances abatement projects are also planned and implemented accordingly.

The Planning and Development Department, in accordance with Board policy, maintains all off-site facilities in the same manner and with the same level of priority as on-site facilities. All students attending the College receive the same level of service and attention, no matter the site at which they receive their instruction.

### **Self-Evaluation**

The College exercises its fiduciary responsibilities effectively and efficiently and provides for scheduled maintenance to maintain its aging infrastructure. In addition, the College continues to address accessibility issues and mitigate or minimize potential hazardous areas. The ISMP includes improvements in pedestrian and vehicular flow, and the College intends to complete the implementation of the Plans. The College has incorporated landscaping designs for the new, renovated and building expansion spaces, paths and signage

that enhance the overall atmosphere of the campus and facilitate pedestrian and vehicular flow. \

When designing new spaces, the Planning and Development department coordinates program planning with all stakeholders, consultants, implementation and oversight of construction, budget oversight, scheduling, and the commission and personnel training of the completed projects.

The Facilities Maintenance department oversees all maintenance, grounds, custodial, and warehouse operations. This single-source responsibility and oversight provides the College the ability to respond to maintenance and safety issues in a timely manner. The College outsources its janitorial services and grounds maintenance services to minimize expenses while maintaining a clean and pleasing environment conducive to the student learning experience.

The Director of Facilities oversees the overall condition of facilities and conducts building inspections to ensure buildings and equipment are adequately maintained. An online work order system allows staff to enter work orders electronically, which allows for a more efficient and timely response time. The maintenance, grounds and custodial staff work diligently to ensure that facilities are kept safe and clean. In addition the College has implemented a recycling program, which captures all recyclable materials (paper, plastic, aluminum, etc.), as well as green waste, which assists in efforts to reducing waste sent to landfills. Our overall sustainability efforts, established to conserve our natural resources, as well as reduce operating and life cycle costs, are inclusive of every LEED category presently identified, this incorporate to our projects.

Addressing planning challenges from the perspective of capacity/load ratios, growth expectations, most-needed types of space for the maximum benefit, and keeping our existing space utilization at the highest level assures all parties that the space being planned will yield the optimum results from the expenditure of taxpayer dollars. New and replacement equipment needs are reviewed on a regular basis at various levels from departmental reviews, facilities review and committee reviews, such as the Technology Committee and Facilities Task Force. At the department level, each manager makes a request for replacement equipment through the annual budget process.

The College's Materials Management department maintains an annual inventory of all equipment. This inventory is then verified by a physical inventory, and the College completes an annual physical inventory of equipment which is conducted by an outside consultant. The results of this inventory are reviewed and compared to the previous year's inventory. The Materials Management department then evaluates the list on a life-cycle basis, assessing equipment age, efficiency and state of repair. Based on that evaluation, an analysis is made regarding the need for repair and/or replacement of equipment and requests for funding of equipment are made during the annual budget process.

## **Planning Agenda**

None.

- 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.*

## **Descriptive Summary**

The College utilizes institutional evaluation methods to assure feasibility and effectiveness of physical resources. It then takes these evaluations and uses them to plan and budget for equipment replacement and facilities upgrades. The Institutional Effectiveness (IE) reports are the solo driver of the ISMP. The IE reports collect all student population facts and figures and distribute them to instructional departments for completion of their annual academic program reviews. In addition, the IE report provides similar information for non-instructional departments for their program reviews. The results of these annual reviews are the foundation of the ISMP; once completed, the Campus Master Plan is developed to meet the requirements revealed in the ISMP.

Periodically, the College conducts a study and prepares a report which details the use, square footage and assignment of campus spaces. The report also outlines the types of space on campus and the current capacity/load ratio and forecasts what the future capacity/load ratios are for each type of space. The capacity/load ratios are then used to assist the College in identifying its space shortages and needs for each program. The College then uses this report to develop its Five-Year Construction Plan to plan for new and expanded facilities. A combination of current space and enrollment is used by the Five-Year Plan to derive the capacity-to-load ratios that help prioritize growth-related projects. Determination is made based on this report as to which buildings may be eligible for modernization funds from the state.

In addition to new buildings, the College also considers the effects new projects have on existing space, i.e., the secondary effects of adding space and relocating programs and services. Departments, instructional and non-instructional alike, are requested to reformulate their program and space needs within these new physical parameters; once reprogrammed, secondary effects projects are prepared and submitted to the state for funding in the same manner as new buildings. When funding is secured and projects are begun, design committees and planning teams are formed for each new building and renovation project. These design committees meet regularly with the College's architects to design new spaces. When complete, the final drawings are forwarded to the Guam Legislature for funding and approval.

## **Self-Evaluation**

The ISMP outlines the instructional program needs such as facilities, equipment, staffing on a departmental level based on program review, and department updates. This

Plan is then used as the basis for the Campus Master Plan to ensure the facilities are planned and constructed to meet these needs.

During the review and evaluation of all planning discussions for capital improvements, efforts are made to maintain the highest level of eligibility and to receive the maximum amount of matching funds. Additionally, every effort is made to maximize all possible sources of federal and local funding for any given project as efficient and cost-effective as it can be.

Addressing planning challenges from the perspective of capacity/load ratios, growth expectations, most-needed types of space for the maximum benefit, and keeping our existing space utilization at the highest level assures all stakeholders that the space being planned will yield the optimum results from the expenditure of taxpayer dollars. New and replacement equipment needs are reviewed on a regular basis at various levels from departmental reviews, facilities review and committee reviews, such as the Technology Committee and Facilities Task Force. At the department level, each manager makes a request for replacement equipment through the annual budget process. The Materials Management department maintains an annual inventory of all equipment items for the College. This inventory is then verified by a physical inventory, and the College completes an annual physical inventory of equipment which is conducted by an outside consultant. The results of this inventory are reviewed and compared to the previous year's inventory. The Materials Management department then evaluates the list on a life-cycle basis, assessing equipment age, efficiency and state of repair. Based on that evaluation, an analysis is made regarding the need for repair and/or replacement of equipment and requests for funding of equipment are made during the annual budget process.

### **Planning Agenda**

None

B2a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Descriptive Summary**

The College evaluates its curriculum annually and updates its Campus Master Plans every five years to identify its long-range capital needs. This Plan is designed to prioritize capital construction and is written with the participation of all stakeholders to include administrators, faculty, staff, and students with input from industry partners. These plans supports the College's goal of ensuring adequate planning based on enrollment and facilities build-out. The availability of federal grants has enabled the College to proceed with an aggressive schedule to expedite construction of key campus facilities.

When considering the implementation of projects and services, an overriding consideration is given to total costs, not simply the initial cost of the improvement. It is critical that in order to keep fixed annual budgets as lean as possible we make certain that our

decisions on our initial building designs and specified equipment will be more efficient, last longer and be more easily maintained than any other under consideration. The life-cycle costs of any improvement are, therefore, given the highest priority when making the final determinations on any capital improvement.

The College's long-range plans include the build-out of the Mangilao campus to reemphasize the original layout of the campus and to connect it to its existing location given the existing site conditions. This would require a major capital undertaking to include the reconfiguration of the College's access roads, creating a "main entrance" to the campus, relocating and construction of new parking facilities, connect all parts of the campus through walkways and landscaping with emphasis placed on creating a pedestrian promenade from the main entrance throughout the center of the campus to the Administration building.

In addition to the build-out of the Mangilao campus, continuation of scheduled maintenance projects and minor capital remodeling and renovations to include secondary effects remodeling projects, will progress in accordance with the ISMP. A piece meal approach has been selected for this process due to the limited availability of funding. Ideally, the plan would be to commence with this capital improvement program in sequential order if funding was available. However, the College's plans are flexible enough to accomplish the build-out without having to wait for completion of the previous phase's project. Moreover, the College will be able to proceed with each individual project as funding sources are identified.

### **Self-Evaluation**

Updating the ISMP and the Campus Master Plans begins and integrates a thorough review of the College's programs and departments, assesses external variables and trends, results in projections of growth of the curriculum and programs, and allows prioritization of goals.

The College has been aggressive and persistent in securing a fair share of available federal and local funding to proceed with its aggressive capital improvement program and the build-out of the Mangilao campus. The Planning and Development department has done an excellent job in overseeing the development of facilities plans utilizing data and information provided by the institutional effectiveness measures and enrollment projections, incorporating input from College departmental program reviews, working with its consultants and stakeholders to produce the ISMP and Campus Master Plans, land-use studies and assessment of other external variables. As a result, the College has plans that work and enable us to achieve desired outcomes ahead of schedule, within budget and with quality that lasts.

### **Planning Agenda**

The College will continue to secure funding from nontraditional sources for capital improvements and other facilities-related projects such as public/private partnerships, public/public partnerships and through grants and donations/contributions from public and private sources.

- B2b. *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.*

### **Descriptive Summary**

The College has been able to successfully integrate its institutional planning by utilizing departmental program reviews, strategic goals and educational/facilities master plans that have been incorporated into the ISMP and the Campus Master Plan. These plans identify and prioritize new programs, expanded programs and services with physical resources. The plans project student enrollment, as well as allowing the College to tailor its resources to meet the continually changing needs of students and the community.

Physical resource decisions are based on plans developed from program and service area needs assessments. The construction of new facilities and renovation or refurbishment of existing structures has allowed the College to expand its offerings. The new buildings are designed to integrate and promote interdisciplinary relationships. The classrooms and labs are sufficient in number to provide for maximum room utilization. All classrooms are equipped to manage high-tech multimedia equipment for class demonstrations, with access to the College's network, both on- and off-campus. New classrooms are constructed as multi-purpose spaces in order to provide the flexibility for accommodating different methods of instruction.

### **Self-Evaluation**

The College does an excellent job of implementing legislative-approved projects. Our systematic process begins with the selection of a project architect and then proceeds to programming the space during the preliminary-planning phase of the project. A team is assembled (largely consisting of the representatives whose annual program reviews founded the need for the project) and, with the guidance of a member of the Board of Trustees, the architect and facilities representative program the building according to the approved project parameters. This assures that the completed design will meet the intended needs and can be completed within the architectural and budgetary constraints of the legislative-approved project proposal.

The Allied Health building and the on-going construction of the new Learning Resource Center are evidence that the College honors its planning commitments to provide the physical resources as outlined in the ISMP and the Campus Master Plan. The refurbishment and renovations of the Technology Building and Multipurpose Room has helped the College meet its goal of effectively providing the physical resources to meet and fulfill its program needs. The College has been successful in developing a variety of funding sources for facilities improvements including the creation of the "Workplace Giving Program." These creative initiatives combined with the federal grants and programs, business partnerships, and donations from generous members of our community, help to facilitate student success and allow for the expeditious construction schedule and complete

the build-out of the Mangilao campus as outlined in the ISMP, despite the financial challenges the College incurs due to local government funding shortfalls.

### **Planning Agenda**

None.

## **Standard III: Technology Resources**

### ***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*

*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.*

### **Descriptive Summary**

The College assures that the technology support it provides meets the needs of all segments of the institution. The College, like most other organizations, has acquired an assortment of technology over the almost 30 years of its existence. The technology has been acquired at different times, for different purposes, for different users, and with different requirements. (Information Technology Strategic Plan 2009)

To make maximum use of its limited technology resources and funding, the College decided to develop an information technology strategic plan (ITSP) and enterprise architecture (EA) to guide its technology investments. The enterprise-wide strategic plan defines how technology will be used to achieve the College's educational and business goals, while the enterprise-wide target architecture establishes information technology (IT) standards and design guidelines. The ITSP and EA are companion documents that detail what the IT environment of the future will be (the EA) and how GCC will achieve this future environment (the ITSP). The architecture and strategic plan cover all areas of information, communication, building, and academic systems technology that have any effect on the operations of the College. (ITSP 2009)

The ITSP is not intended to limit or constrain creativity among GCC users, but to provide a stable, robust, modern infrastructure and environment in which to solve their business problems and allow departments to collaborate on significant cross-departmental efforts. (ITSP 2009)

### **Self-Evaluation**

The ITSP is a top-down enterprise-wide strategic plan created to achieve the College's strategic educational and business goals. The plan details how to 1. implement the

EA, 2. Develop the staff skills needed to manage GCC's IT resources, 3. Establish the processes and structures to manage information technology as an enterprise resource, and 4. Transition from the current environment to the desired future state. This future environment requires technology that can communicate, interoperate, and share data and resources while reducing the cost associated with training, maintenance and support through the implementation of EA. (ITSP 2009)

The EA describes the current IT environment, the desired target architecture, and the actions needed to transition from the current to the target architecture. It focuses primarily on the technical issues involved in changing the IT environment. It addresses the management, budget, and governance challenges facing the transition and develops specific action plans to resolve the issues. Implementing the EA and ITSP together, GCC can provide both the technical and organizational leadership needed to fulfill its IT mission. (ITSP 2009)

### **Planning Agenda**

*C1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

### **DESCRIPTIVE SUMMARY**

The College has a fully staffed MIS department with 10 people. The GCC technology inventory includes more than 1,000 personal (desktop and laptop) computers. These computers run everything from Windows 98 to Windows XP. There is a growing number of Macintosh computers used primarily for instruction of digital media courses. There are also a considerable number of spare computers, monitors, printers and other equipment on campus. (ITSP 2009)

The campus has numerous servers, one AS400 and the rest primarily Dell and IBM Blade servers. Most servers are under MIS control and housed in a centralized server room. Most servers are also dedicated to a single application. Incremental and full back ups are performed on each server daily but there is no schedule for testing the restoring of a server. There is little if any redundant capability. A few servers are in the faculty area, area, outside of MIS' control (by mutual arrangement). It appears that certain of these have mirrored backups and are, therefore, more available. (ITSP 2009)

All computers are networked on the centralized LAN and can gain access to the internet via two 10 megabit per second lines provided by a partnership and paid services with MCV, a local cable TV company and GTA a local analog phone and digital cable company. There is a concern about the adequacy of the bandwidth available, particularly when new applications become a requirement for instruction or operations. Monitoring of bandwidth usage is a constant activity in order to determine if sufficient bandwidth is available to support current operations. There are also at least three DSL lines on campus, but each is separate from the LAN and is used to provide localized wireless access points. (ITSP 2009)

The current Integrated Database Management System allows for a more efficient operation in Human Resources, Business and Finance, Registrar's Office, and the rest of the college. (ITSP 2009)

The College is becoming a 24/7 operation. More students are taking classes where tests and other materials are online. These students often work jobs during the College's normal business hours. They attempt to gain access to the College's servers late at night and often are refused access due to IT maintenance activities. MIS runs two shifts and has people available between 8am and 11pm weekdays. (ITSP 2009)

The current Integrated Database Management servers are protected from unauthorized access. This security is provided at the access point to the campus network and through use of firewalls, SSL, and through unique user name and passwords. (ITSP 2009)

See Fact Book 2008 On-Campus Technology and Facilities, pg 18

### **SELF- EVALUATION**

Technology support staff, facilities and equipment are adequate to meet the needs of the institution. The College has increased the number of computer labs on campus. This increase can be attributed to the need for additional computing space and the growth in the student population. In addition, multimedia classrooms are in use that allow faculty to more easily integrate technology into their teaching.

Dean Santos is the Chair of CTC; its members meet on every Wed. Its meeting minutes are documented on MyGCC (<http://www.guamcc.edu/onlineTAC>). AY 2008-2009 Year-End CTC Report was submitted.

Senate CTC assess and evaluate technology related issues periodically that may impact the effectiveness of the colleges operation.

### **PLANNING AGENDA**

There is a concern about the adequacy of the bandwidth available, particularly when new applications become a requirement for instruction or operations. GCC should consider updating available bandwidth in order to meet the needs of growing student population and faculty requirements. (ITSP 2009)

Schedule IT maintenance activities so it does not interfere with student access to the My GCC portal.

All PC computers are open use computers; no individual user-id and password are required to use a computer. There are no means of tracking user activities back to a specific user. IT needs to come up with a program that will track user activities. (ITSP 2009)

Re-evaluate the feasibility of the 3-year replacement recycle to upgrade or replace technology infrastructure and equipment to meet institutional needs. (ITSP 2009)

***C1.b. The institution provides quality training in the effective application of its information technology to students and personnel.***

### **DESCRIPTIVE SUMMARY**

The College has a Professional Development Day (PDD) for its faculty and staff. The PDD provides training to faculty and staff for all the latest technology. Classes in technology are taught by IT and MIS staff in one-on-one and small group environments. Outside vendors and subject-matter experts are brought in on occasion to augment the training offerings.

The faculty is at widely varying levels of using technology in the education process. The Center for Learning and Instruction (CLI) provides training for faculty and administrative staff on technology and its use in the classroom. (ITSP 2009)

### **SELF- EVALUATION**

Some instructors are heavily into using technology in the classroom, while others have nothing to do with it (and are afraid of it). The CLI is in place to help faculty use technology, but many users do not know what questions to ask for help, to find new tools, or to find out what the technology can do for them. No list of resources is available to instructors, staff or administrators. (ITSP 2009)

### **PLANNING AGENDA**

All faculty will be able to put courses online with minimal constraints. The faculty will have the knowledge and skills necessary to use technology in the educational process. Instructors will be required to receive proactive technology certification. "Early Adopters" will continue to test new technology and new applications of technology in the classroom. Faculty will be so skilled in using technology in the classroom that they will be able to showcase their application of technology in education at professional conferences and meetings. The CLI needs to be more effective at supporting the faculty and assisting in technology applications in education. (ITSP 2009)

Faculty will be encouraged to try technology in their courses in as many ways as possible. GCC needs to put professional training on technology into individual faculty plans and use it as a component of the performance appraisal processes. The College needs to provide more training and more "hands on" support for faculty reluctant to try using technology in their instructional methodology. (ITSP 2009)

***C1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

## **Descriptive Summary**

The College has a fully staffed MIS department with 10 people. The GCC technology inventory includes more than 1,000 personal (desktop and laptop) computers. These computers run everything from Windows 98 to Windows XP. There is a growing number of Macintosh computers used primarily for instruction of digital media courses. There are also a considerable number of spare computers, monitors, printers and other equipment on campus. (ITSP 2009)

Implementation of the target EA is a long-term effort requiring a significant amount of funding. Once the target EA is defined and approved by the governance process, the governance entity needs to develop a multi-year budget that matches funding needs to the technology needs of the migration path from the existing architecture to the target architecture. (ITSP 2009)

The College is currently in a budget crisis. We are currently attempting to generate income to support college upgrades and are also attempting to get more grants to help acquire the upgrades needed by the college. (ITSP 2009)

## **Self- Evaluation**

Due to lack of funding, no upgrade for computer labs' equipment over the last 3-years. Each department takes care of its own technology upgrade needs.

Incremental and full back ups for servers are performed on each server daily but there is no schedule for testing the restoring of a server.

## **Planning Agenda**

Re-evaluate the feasibility of the three replacement cycle to upgrade or replace technology infrastructure and equipment to meet institutional needs. See lab upgrades schedule as of 09/30/2008.

Standards will be established using "best practices" and adhere to for all IT resources. At a minimum these standards will address security, data and data sharing, communications, compatibility, contingency plans and disaster recover, and back up/recovery. All IT resources will be current and life cycle management schedules will be developed and funded. (ITSP 2009)

*1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

## **DESCRIPTIVE SUMMARY**

The College's decisions about the distribution of technology resources are made by the CTC committee; which is chaired by Dean Michelle Santos. Computer replacement, software installation and procurement is determined by the faculty in each department according to the needs of their instructors.

The ITSP provides a focus for GCC and its departments to discuss and come to agreement on the application of information technology to the College's business needs. It serves as a framework for budgeting, planning, and managing GCC's IT resources. The plan provides direction, establishes IT management processes, and documents the desired future state of IT in GCC. (ITSP 2009)

The Enterprise Architecture and ITSP are complementary documents. The EA describes the current IT environment, the desired target architecture, and the actions needed to transition from the current to the target architecture. It focuses primarily on the technical issues involved in changing the IT environment. The ITSP takes a broader perspective on the transition process. It identifies the strategic goals that must be achieved for GCC to provide leadership and oversight of its IT resources. It addresses the management, budget, and governance challenges facing the transition and develops specific action plans to resolve the issues. Implementing the EA and ITSP together, GCC can provide both the technical and organizational leadership needed to fulfill its IT mission. (ITSP 2009)

### **SELF- EVALUATION**

The College currently has one technology center which includes a Cisco Networking Systems Lab, a CAT-5/Fiber Optics Lab, Electronics Networking Systems Lab, PC repair lab, Video/Photography Studio, Prometric/Pan Testing Lab (16 computers), two industry certification labs, three graphics/web/video labs, three lecture hall/presentation rooms, 18 computer labs in building A,C, and F. Our library currently has one open computer lab and EBSCO Database, DYNIX Horizon Info Portal, and a 24/7 online library catalog. Other facilities include a cosmetology lab, culinary arts kitchen lab and a trades and industry park (See Fact Book 2008, On-Campus Technology and Facilities, p. 18).

### **PLANNING AGENDA**

None

*2. 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.*

### **DESCRIPTIVE SUMMARY**

The ITSP has been developed to provide a focus for GCC and its departments to discuss and come to agreement on the application on information technology to the colleges business needs. It serves as a framework for budgeting, planning, and managing GCC's IT

resources. The plan provides direction, establishes IT management processes and documents the desired future state of IT in GCC. (ITSP 2009)

The ITSP is used to implement the EA and achieve GCC's vision for its IT future. By following the plans contained in the ITSP, GCC can develop the technical environment it needs, the human resource skills necessary to manage the new environment, and the oversight and leadership mechanisms for fulfilling its strategic goals. (ITSP 2009)

### **SELF- EVALUATION**

The development of the ITSP was a collaborative effort involving GCC faculty administrative staff, and executives. The Graduate School, USDA, provided consultants to facilitate the development process. Participants in the development effort considered the needs, interests, and concerns of all departments and users throughout the process. (ITSP 2009)

Staff selected from GCC faculty and administration developed the ITSP with facilitation support from consultants from the Graduate School, USDA. The College's Technology Advisory Committee (TAC) provided oversight and direction to the development process. The TAC conducted a SWOC (Strengths, Weaknesses, Opportunities, and Constraints) analysis. It then discussed guiding principles for the IT environment of the future and technological trends that will affect that environment. (ITSP 2009)

Using all of this information as background, the team discussed the issues and opportunities facing GCC. The team described the current IT environment and envisioned the future IT environment it would like to create for the College (see Appendix I). The team then generated a list of goals which, if achieved, would fulfill its vision of the future. These goals were consolidated and prioritized to produce the final strategic goals. (ITSP 2009)

For each strategic goal the ITSP team described the goal, the current situation, the desired future state, and how to reach the future state. They also developed performance measures to indicate whether the future state had been reached. Finally, the team prepared action plans to achieve each strategic goal. (ITSP 2009)

### **PLANNING AGENDA**

The College's information and technology departments should exist to support the educational and business objectives of the College. The educational and business priorities and functional requirements of the College will determine the investments in information technology. GCC must provide electronic access to information and services while maintaining security and privacy. The college's data must be accurate and collected only once in a timely and efficient manner according to life-cycle standards. GCC and its information technology must become an integrated enterprise. (ITSP 2009)

#### **D. Financial Resource**

**Financial resources are sufficient to support student learning programs and service 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.**

No response needed.

**D1 The institution relies upon its mission and goals as the foundation for financial planning.**

Will fill out this section with write-up on descriptive summary, self-evaluation, and planning agenda. Will look at PL. 14-71 and use some of the verbiage that mandates GCC as Guam's designated vocational/technical education provider. Look at the new mission statement and expand the statement in detail of what GCC is trying to get across as being the premier career technical education within the Micronesia region. Look into TractDat as to the different goals set forth as they align with the new mission statement. For the self-evaluation, will look at the stated goals and mission and determine whether not the college has met those goals in the delivery of career technical education for Guam and Micronesia.

**D1 a. Financial planning is integrated with and supports all institutional planning.  
Descriptive Summary**

The College's development and financial planning processes insure that financial resources are used to support the colleges plan. Goals are identified that will be accomplished through campus-wide involvement. The annual program objectives are aligned with the colleges strategic goals and influence what will be accomplished under each goal and what will be received as support through the budget process. Department chairs will generate budget requests for staff, equipment, supplies, etc., as indicated by the annual program objectives. During each budget cycle, the College staff identifies various goals for achievement. These include growth targets, full-time faculty obligation, development of new programs, development of new business partnerships, and balanced budget. Full-time faculty hiring is a budget priority and is informed by enrollment management strategies and new programming. The development of new programs is also driven forward by enrollment management strategies, based on the demand of students and local businesses, with which the College has established partnerships for training.

#### **Self-Evaluation**

GCC banner project had initially slowed institutional work but now it connects student records with financial records. However, inputs from departments regarding

budgeting and planning is done on an annual bases. On Oct 2007, the finance component on MyGCC went live. Accounts Payable (A/P), Accounts Receivable (A/R) and general ledgers (GL) are all active. On March 14, 2008, the online payment function was made. The District strives to tie budget allocations and funding for staffing to program reviews and other planning documents. Planning documents are distributed to the Board and are made available in hard copy and/or on the Intranet to all managers, faculty and staff. These documents include the Strategic Plan, Educational and Facilities Master Plans, Five-Year Capital Construction Plan, Technology Master Plan, Enrollment Management Plan, etc. During the Tentative and Adopted Budget workshops held in June and September, respectively, institutional plans are referenced as having been incorporated into the fiscal planning process. The Enrollment/Management Plan identifies a growth target and an implementation strategy for achieving this target. The Strategic Plan plans for the future of the institution and informs departmental program plans for staffing, equipment and supplies. The Technology Master Plan determines short- and long-term campus needs for computers and the related infrastructure and maintenance and repair, as well as Software upgrade needs for existing software and new software when new technology emerges.

### **Planning Agenda**

Departments/divisions should continue work at linking assessment and evaluation of financial projections to the planning process. This process has yet to be linked. ACCJC will conduct training in 2010 to decide the tools and formats to be used to facilitate the linking process. However inputs from departments regarding budget and planning are done annually.

**D 1 b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.**

### **Descriptive Summary**

The Colleges financial documents indicate the budgeted allocation and the percentage of funds used by expense line item, making accurate and current data easily available to budget managers and those involved in institutional planning.

### **Self-Evaluation**

Due to Government of Guam delayed releases of appropriated funds, the College has not met its revenue projections. The College's financial position appears uncertain. The College continues to work at stabilizing the financial picture.

The College has done an excellent job establishing funding priorities that focus on student learning by including goals in the annual budget, Educational and Facilities Master Plans and other planning documents that focus on achieving funding goals in the most expeditious, coordinated and fiscally responsible way.

## **Planning Agenda**

The College should develop contingency plans to address financial uncertainties when they arise. Departments should display accurate expenditure reports. AIA Report currently displays for various departments "over or under \$500 and over or under \$5,000."

**D 1 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.**

## **Descriptive Summary**

Long term fiscal planning and priorities are considered in every aspect of the colleges operations. Annual and long range planning is directly related to an understanding of revenue sources and trends, alternative revenue sources and the costs associated with operations.

Long-term fiscal planning and priorities are considered in every aspect of the College's operations. Annual and long-range planning is directly related to an understanding of revenue sources and trends, alternative revenue sources and the costs associated with operations. The President, whom has many years of experience in the College's finance system, is supported by a knowledgeable administrative team and competent Business Services staff.

## **Self-Evaluation**

Due to the tardiness of scheduled releases, the College has restricted spending, limited hiring, and cut professional training in order to meet it's financial obligations. Some tuition fee revenues have been set aside for capital improvement.

The College has assured financial stability when making short-range plans by considering its long range financial priorities and clearly identifying and planning for the payment of long-term liabilities and obligations. Debt is limited to COPs that are largely offset by expense reductions, i.e. reduced utility costs or revenues such as those from student parking or other fees. Increases in the costs of health benefits are handled through the negotiation process and are paid through a "Total Compensation" formula. The College has planned well for scheduled maintenance and because of local funding from general obligation bond funds, we have received additional state matching funds.

## **Planning Agenda**

The College should continue to work aggressively at stabilizing the colleges financial picture.

**D 1 d Financial planning and budget development, with all constituencies having. The institution clearly defines and follows it's guidelines and processes for appropriate opportunities to participate in the development of institutional plans and budgets.**  
**Descriptive Summary**

As the budget is developed, the information is recorded on MyGCC in the form of budget parameters, meeting minutes, budget requests including those for augmentations and equipment and approved tentative and adoptive budgets. Access to these documents is available to all employees and is discussed during regular meetings held on campus.

The processes for budget development are described in the Decision Making guide. As the budget is developed, the information is recorded on the Intranet in the form of budget parameters, meeting minutes, budget requests, including those for augmentations and equipment and approved tentative and adopted budgets. Access to these documents is available to all employees and is discussed during regular meetings held on campus such as Management Advisory Council and CPT, as well as during frequent College meetings held by the President for the campus community. These planning meetings are extremely informative and provide the context for the College's financial planning and budget process. Financial management and planning oversight is provided by Business Services and facilitated through the many procedures, guidelines and controls that have been established to ensure that District financial resources are received and allocated appropriately. Training is made available to all faculty, staff and administrators to ensure a complete understanding of fiscal management resources. Periodic review and analysis is done by Business Services to support various department programs and services in meeting revenue and expense goals, as well as to confirm that College policies and procedures are being followed. As the College assumes responsibility for new and expanding programs, grants, training partnerships, etc., staff is added to support and monitor these activities.

### **Self-Evaluation**

The College's Faculty Senate Resource and Budget Committee is included in the institutions financial planning and budget development.

### **Planning Agenda**

The College should expand participation in its financial planning and budget development process to all interested stake-holders.

**D 2 To assure the financial integrity of the institution and responsible use of it's financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

## **Descriptive Summary**

The College depends on computer based technology in order to keep the budget, expenditure details and available balances readily available. The financial reports system and the format of the budget document provide dependable and timely information for sound financial decision making by the board.

## **Self-Evaluation**

The College continues focus is on ensuring that departments begin and complete detailed informational assessments linked to the institutional budget. GCC is a low risk institution for federal grants.

The College has achieved the goal of assuring financial integrity and responsible use of financial resources by making sure the financial management system has appropriate control mechanisms and by instituting procedures with Fiscal, Purchasing, Payroll, and Budget Department staff to disseminate dependable and timely information for sound financial decision making. Monthly fiscal reports are provided as information to the Board, which include the status of revenues, expenses and reserve levels.

## **Planning Agenda**

The College should develop a 5-year financial plan based upon assessment results and recommendations.

**D 2 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.**

## **Descriptive Summary**

The colleges financial documents indicate the budgeted allocation and in the monthly reports to the board the percentage of funds used by major departments. Funds are allocated in a manner that will realistically achieve the institutions stated goals for student learning.

The College's financial documents indicate the budgeted allocation and in the monthly reports to the Board the percentage of funds used by major categories. Funds are allocated in a manner that will realistically achieve the institution's stated goals for student learning. The College's audited financial statements indicate a high level of fiscal stability and responsibility. This is evidenced by the unqualified reports received consistently by the College and reflects very positively on the financial management and oversight provided by the administration, as well as the level of involvement of all departments in making sure the appropriate controls and procedures are in place and followed.

### **Self-Evaluation**

GCC continues to provide appropriate responses to all financial inquiries. GCC works closely with auditing firms such as Deloitte Touche.

### **Planning Agenda**

No comment.

### **D 2 b. Appropriate financial information is provided throughout the institution.**

#### **Descriptive Summary**

The College holds Department Chair weekly meetings to provide information about the current goals and accomplishments of the college. Also included in this presentation is information about the current status of the budget and fiscal trends for the college and community. Financial information is also provided at the BOT meetings.

### **Self-Evaluation**

The College 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. Appropriate financial information being disseminated through the GCC's website, convocation, professional development day and the monthly Chachalani news articles. And financial reports available on the college's website ([www.guamcc.edu](http://www.guamcc.edu)- Public Reports).

### **Planning Agenda**

No comment

### **D 2 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.**

#### **Descriptive Summary**

**Comment: GCC does have cash flow problems. Will meet with the VP of Finance to request the information needed to address this standard.**

### **Self-Evaluation**

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 and Management Research (BBMR), the Governor's Office, and the Department of Administration.

## **Planning Agenda**

Implement appropriate measures to meet critical financial situations and continue to monitor critical cash shortages on a regular basis.

**D 2 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.**

### **Descriptive Summary**

The VP of Finance and the President ensure that budget planning is tied to the Mission, goals and Strategic Master Plan of the College. The budget shows what will be funded and, thereby, how it will move the College forward. Institutional plans are clearly linked from the departmental to the institutional level with short- and long-range budget projections. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds including the annual budget and its fiscal commitments. Funding priorities fuel the College's achievement of goals in a logical, systematic, planned and timely way. The institution has sufficient cash flow revenues to maintain stability, strategies for appropriate risk management and realistic plans to meet financial emergencies and unforeseen circumstances.

### **Self-Evaluation**

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.

All departments on campus have contributed to these positive audits, as the audit guidelines require review of all the main College functions such as Human Resources, Payroll, Admissions and Records, Financial Aid, Fiscal Services, apportionment reporting, etc. The College will continue to focus on compliance and sound financial management. As the College receives additional grant funding, employees will focus on effective monitoring and expenditure of these federal and state grant funds.

## **Planning Agenda**

Continue with the assessment of budget processes in order to practice effective financial oversight. Annual budget requests for departments are conducted annually in November. The College budget requests to BBMR & Legislature is due February 15, 2008

**D 2 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.**

## **Descriptive Summary**

The Foundations organizations raise funds for student scholarships and College programs, fosters community relationships and partnership and accepts donations from businesses and individuals on behalf of the College. The President, CFO and Assistant Superintendent/Vice President, Instruction are ex-officio voting members on the Foundation Board of Directors, and the President and CFO are members of the Foundation Executive Committee. As required by regulation, the Foundation has established a separate audit committee to oversee this process and provide direction to the audit and feedback to its full Board of Directors.

## **Self-Evaluation**

The College 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

The 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 College. This is documented in outstanding audit reports, as well as internal reports presented regularly to the Board.

## **Planning Agenda**

Show detailed outline of expenditures

**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.**

## **Descriptive Summary**

The college reviews and approves the language in all contractual agreements and ensures that all contracts have "hold harmless" clauses and other language to minimize exposure to potential financial liabilities.

The CFO reviews and approves the language in all contractual agreements and ensures that all contracts have "hold harmless" clauses and other language to minimize exposure to potential financial liabilities. In addition contractual relationships are monitored by Guam's Office of Education, which requires appropriate documentation in the form of certificates of completion, proof of insurance, and ten percent retention on construction contracts held 30 days following completion of the contract. The Board approves all contracts in open meetings. Legal counsel is asked to provide input on comparability to other community college contracts and to review contracts that may involve more specialized areas and contracts that involve negotiations.

The College has established a number of agreement templates that have been reviewed and approved by College counsel including Professional Services Agreement,

Personal Services Agreement, Facility Use Agreement, Allied Health Agreement. These agreements are typically used for independent contractors who provide instructional services to our contract education or community education programs and facility use agreements with other entities based on the Civic Center Act that requires the College to make College property available to other parties, as appropriate. Whenever possible, these templates are used when contracting with other entities. This ensures the highest level of protection for the College and the least amount of exposure for liability or financial issues. Contract language is drafted with the most stringent language possible, considering the tolerance of the other party. The College's intent is to develop fair contracts that allow each party to function at the highest level, while always taking into consideration the regulations and policies that govern the College. "Out" clauses are always included in every contract, keeping in mind the five-year term limitation for regular contracts. These clauses usually include breach for cause and for no cause, with the specific types of cause typically listed so as to avoid confusion.

### **Self-Evaluation**

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. The College negotiates contractual agreements with external entities that are consistent with its mission and goals, governed by institutional policies and that contain appropriate provisions to maintain the integrity of the institution with evaluation and review by legal counsel as appropriate and final approval by the Board.

### **Planning Agenda**

MOU/MOA should be department specific.

**D 2 g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

### **Descriptive Summary**

The College monitors the accuracy of revenue estimates in the adopted budget and brings variances to the attention of the President and BOT as necessary, taking appropriate action if revenue estimates need to be adjusted.

The VP of Finance monitors the accuracy of revenue estimates in the adopted budget and brings any variances to the attention of the President, as necessary, taking appropriate action if revenue estimates need to be adjusted. Each administrator, program coordinator, and academic department chair can print hard copy reports or view them online in summary or in detail. Actual expenditures are monitored by reviewing these program specific reports, comparing them to the adopted budget, and adjusting budgets through budget transfers, as necessary. The College anticipates new developments.

## **Self-Evaluation**

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.

The College regularly evaluates its financial management processes with the goal of providing feedback that can be used to improve financial management systems. Training on financial management systems enhances the usefulness of management reporting. Also, the College's external auditors are regularly involved in reviewing processes and procedures, especially with new or developing programs.

## **Planning Agenda**

None

**D 3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

## **Descriptive Summary**

The assessment of the effective use of financial resources occurs at many levels and happens at regular intervals or at regularly scheduled meetings. For instance, at the beginning of the budget development process, departmental program reviews should determine the level of staffing, supplies, equipment, etc. that are necessary to support the stated goals of the department. Setting efficiency goals of an average of 13 students per class will become a focus, adjusted as necessary for the type of course and classroom availability. Budget requests are made and funded after being reviewed and evaluated by the administration and the President. At the end of the year, the annual program reviews are evaluated to determine the outcomes of the departments and how effective each department has been in achieving its stated goals. Based on these evaluations, new budget requests are evaluated and considered for funding in the upcoming year. Each year, budget overviews of the previous fiscal year provide lists of accomplishments by departments and the College as a whole.

## **Self-Evaluation**

GCC's Faculty Senate Resource Planning & Facility (RPF) Committee is included in the institution's financial planning and budget development process. The College provides regular updates to its various committees and constituents as a method of assessing the effective use of financial resources. This feedback is incorporated into its planning processes to evaluate the use of resources and the impact of planning.

## **Planning Agenda**

Continue to improve the reporting mechanism of the GCC Faculty Senate on financial and budget related matters. Representatives from the GCC Faculty Senate (President, PE & PP &

Faculty Union Chair) are members of the RPF Committee (Faculty Union Contract Article 12)

## Standard IV: Leadership and Governance

*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.*

### 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.*

#### Descriptive Summary

The leadership in the College consists of the Board of Trustees, the President, the College Governing Council, Faculty Senate, and the Council on Postsecondary Students Affairs (COPSA).

Once a semester, the President's Management Team and the Faculty Senate Leadership meet for a Joint Strategic Planning Session to discuss issues related to the College.

#### Self-Evaluation

The various groups endeavor to provide effective leadership throughout the campus. Over the past several years, a more collaborative atmosphere has developed between the administration and faculty. However, the mechanism for staff leadership is still lacking. Student participation needs clarification.

#### Planning Agenda

See items below

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.*

## **Descriptive Summary**

The Institutional Strategic Master Plan was adopted. This document will guide the College in its future endeavors related to planning, development, growth, and sustainability.

The ISMP was completed with the assistance of a consultant and campus-wide dialogue. It has 4 major on-going strategic goal initiatives: 1) pioneering; 2) educational excellence; 3) community interaction, and 4) dedicated planning that are designed to address:

1. To lead workforce development on Guam as an example to Micronesia. It is best suited to do so because as an institution, it is the most knowledgeable, has a proven performance record, and the greatest ability to acquire necessary resources. (The Pioneer)
2. To continue to improve upon its reputation and performance as the premier secondary, and postsecondary institution available to the community of Guam. (Educational Excellence)
3. To be judged successful because of the educational services it provides students, the service it provides employers, and the assistance it provides the community in improving the quality of Guam's workforce. (Community Interaction)
4. To maintain success by establishing an institutional planning discipline that is dynamic and responsive to community and the workforce development needs of Guam. (Dedicated Planning)

Under "dedicated planning" a specific task was to create a taskforce to develop a measurement orientation program and to utilize the existing two-year assessment planning cycle.

The Information Technology Strategic Plan (ITSP) was forwarded to the Vice-President for Academic Affairs and will be appended into the ISMP. The Enterprise Architecture (EA) is still being drafted.

In an effort to support GCC's green environment, COPSA officers purchased recycling trashcans. Students and staff have maintained emptying the trash bins for plastic bottles and aluminum cans.

Because of the budget shortfalls, several cost-cutting measures were proposed in the Joint Strategic Planning Session.

## **Self-Evaluation**

Numerous invitations were made to the faculty senate members and faculty to participate in the planning session of the ISMP. Faculty senate members and faculty did attend some of the planning sessions, but there were poor attendance despite continuous invitations made to the college community. For some of those constituents who attended,

however, they felt that the ISMP was not collaborative in nature; rather, they were presented information by the consultant who was hired to produce the report.

What about involvement in other committees such as the TAC committee and Resource and Budget (RBC) committees. For evidence, you should upload copies of the committee minutes and sign-in sheets and evidence of involvement in the process to include the development of the ISMP. (check with Joe for clarification).

### **Planning Agenda**

Improve communication and dialogue with all stakeholders in order to refine and implement the ISMP.

Improve education, communication, and information dissemination.

Establish regular meetings to provide the campus community with updates on its ongoing initiatives.

*A2. The institution establishes and implements a written policy providing 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.*

### **Descriptive Summary**

Faculty governance evolved from "shared governance" to "participatory governance." The structure was enhanced to better define Senate committees and Institutional committees. The governance structure for students is in place, but there continues to be no established structure for staff governance. Citing the purpose for Article XII of the GFT/Board Agreement, "The intent of this article is to establish and implement a means for providing broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President. In keeping with the Accrediting Commission's standard on Leadership and Governance, the College recognizes and utilizes the institution-wide contributions for continuous improvement."

### **Self-Evaluation**

The lack of an established structure for staff governance is an on-going problem. Although staff is represented in the Board of Trustees and several committees, they have no mechanism in which to gather or disseminate information as well as make decisions that concern them.

With the renegotiation of Article XII staff and student participation was addressed only for the College Governing Council and the Resources, Planning, and Facilities Committee. All other institutional committees make no mention of staff and student membership.

### **Planning Agenda**

Address staff and student membership during the next BOT-GFT negotiation cycle.

*A2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

### **Descriptive Summary**

Faculty, staff, and students maintain representation in the Board of Trustees. It is through this mechanism that the various constituencies can voice concerns, provide input, and participate in the decision making process of the College.

Currently, a student representative participates on the Committee on College Assessment (CCA) and College Governing Council (CGC). By 2011, students will be included in the Accreditation Self-Study Committees.

Students have a substantive role in several critical committees such as CCA and the Resources, Facilities, and Planning Committee.

The FS and CGC approved the Faculty Salary Increase Proposal.

It is the responsibility of each department chairperson to develop the department's annual budget in cooperation with other members of the department.

### **Self-Evaluation**

While faculty and students have a voice in the Board and have a mechanism to receive/disseminate information and make decisions, the same cannot be said of the staff.

The Faculty Senate's website is seriously outdated. In some cases, information related to minutes and membership is several years old. In other cases, information was not available at all.

While student representation is clear and well defined in some committees, it is not for others.

### **Planning Agenda**

Forward assessment plans for the various programs, as well as the Consolidated Feedback Sheets (CFS), to the respective Deans by the Office of Assessment of Institutional Effectiveness.

Post minutes of the FS, CGC, and FS committees on-line for complete institutional review and should be available no later than two weeks after a meeting.

*A2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

### **Descriptive Summary**

Through the efforts of the Vice President for Academic Affairs and the AIE Office, student learning outcomes continue to be emphasized in course documents, the college catalog, assessment, and program review. SLOs are being assessed at the program and course levels. By 2012, the College's goal is to achieve a 100% (all courses) SLO assessment. Currently, the College is at 80% for program review.

### **Self-Evaluation**

Although the College continues to make strides in establishing and clarifying student learning outcomes, there are still areas that need work. The goal is to have the results drive the planning.

### **Planning Agenda**

None

*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.*

### **Descriptive Summary**

The ISMP, with the assistance of a consultant, started a campus wide dialogue from April Dec 2008 and was approved by the BOT on December 4, 2008. It includes the Campus Facilities Plan and Technology Plan. It was presented to the campus during Professional Development Day February 2009.

Each semester, the President's holds town hall meetings with the students. Using this forum, she disseminates information about the status and progress of the college, receives ideas and feedback from the students, and addresses concerns they may have.

At the start of every academic year, the College host Convocation, an event that highlights past successes and clarifies the direction for the new school year. Every semester, Professional Development Day affords the opportunity for faculty and staff to share information about the college and enhance skills and knowledge.

### **Self-Evaluation**

Of all the Faculty Senate Minutes, only those of August and September 2008 were posted online. Since then, no records of meetings are available on-line. Much of the information is severely outdated regarding committees, membership, agendas, minutes, and other pertinent information.

FS and CGC minutes reflect many discussions on the staff's role in college governance. However, no FS and/or CGC minutes reflect any formal policy.

### **Planning Agenda**

Increase dialogue with the GCC community on the progress of the ISMP.  
Publish a quarterly progress report for the ISMP on MyGCC and Chachalani.

*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 reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

### **Descriptive Summary**

The College's Mid-term Report was accepted by ACCJC. The College's public website makes is easily accessibility and contains information on reports, budget, assessment, and BOT minutes.

The ISMP was formally presented to the community at large at a Leadership Dinner in March 2009.

Many public reports were made accessible through the GCC public website including the ISMP, ACCJC documents, financial reports, institutional effectiveness reports, annual reports, surveys, state plans, BOT minutes, and Chachalani.

GCC continues to partner with other organizations such as the Guam Contractors Association's Trades Academy, mayors offices etc.

As a result of Dr. Beno's recommendation, faculty governance transitioned from "shared governance" to "participatory governance." The structure was enhanced to better define Senate committees and Institutional committees.

### **Self-Evaluation**

The College's accreditation's compliance is paramount and is clearly articulated to all entities. However, the role of the faculty senate in complying with some of these issues was lacking during this reporting period.

Comment: What about GCC's audit report- clarify with Joe if he means what is lacking in the report... shouldn't this be dealt with in another standard?

### **Planning Agenda**

Compile and disseminate a list of GCC membership or involvement (of BOT members, admin, faculty, staff, and students) in the Chamber of Commerce, military organizations, and private agencies so that the College can tap into these resources and decrease duplication of efforts.

*A5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Descriptive Summary**

In an effort to more effectively assess the effectiveness of learning and services, the Office of Assessment established a Two year assessment cycle for four groups: Associate degree programs, Certificate programs, Administrative units and Student Support Services, and Special Programs. Each group must submit their assessment plans, assessment reports, data collection reports, and assessment implementation memos. The mechanism for collecting data is known as TracDat. All groups upload the data they collect.

### **Self-Evaluation**

Although not all groups are compliant with the established schedule, efforts were made to ensure that all groups within the College are assessed.

### **Planning Agenda**

Conduct an evaluation of the governance structures.

## **Standard IV: Leadership and Governance**

### **B. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

#### **Descriptive Summary**

The current Board of Trustees has taken a more proactive approach toward responding to the recommendations made in the last accreditation report. As mandated by its by-laws, "The Board of Trustees shall adopt policies and regulations necessary to the operation of the College. They shall appoint and evaluate the President of the College."

The Board of Trustees shall adopt policies and regulations necessary to the operation of the College. They shall appoint and evaluate the President of the College. The duties of the Board is to evaluate existing and potential job skills needed in the territory of Guam, including business, industry, territorial and federal governments; to coordinate and recommend improvements in vocational educational programs in order to match vocational educational programs with current and existing job needs; to encourage work-study programs in industry and more scholarships funded by private employers, labor unions, territorial and federal governments; to encourage retraining programs for the unemployed and under-employed in order to provide a guaranteed work force; to evaluate and make recommendations for executive and legislative action to improve programs regarding job innovation and development; to act as the Board of Control for Vocational Education; and to formulate plans and objectives in measurable terms and to continuously evaluate, in terms of those plans and objectives, the various programs operated by the College to determine if the College is complying with its statutory mandate and to that end, to provide for five (5) year follow-up studies of the various graduates of the various programs operated by the College.

#### **Self-Evaluation**

While the Board's retreats and training have benefited its members, especially regarding SLOs and the accreditation process, they must be put into action. Progress on the President's goals should be made public.

#### **Planning Agenda**

**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.*

### **Descriptive Summary**

As of Nov 2008, the GCC Board of Trustees was fully empanelled with nine members. In previous years, the BOT was inhibited by the lack of a full board.

The BOT adopted the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook;
- GCC Board of Trustees ACCJC/WASC Standing Committees:
- Academic Affairs Standing Committee
- Business & Finance Standing Committee
- Administrative Services Standing Committee
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," and published by Hawthorne Books, Inc.

It also adopted a guide for decision making.

The President's Report is tied into her goals. Progress reports are presented during the BOT's meetings. The Board adopted the President's Second Year Annual Performance Report.

### **Self-Evaluation**

While the BOT made progress in revisiting some of its policies, there are some that have not been addressed. Some policies have not been reviewed in over ten years. It was the Board's goal to review all the policies by fall of the next academic year.

### **Planning Agenda**

Publish a yearly synopsis of how successful the President was in achieving her goals.

***B1a. 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.***

### **Descriptive Summary**

Members of the BOT took a more active role in the College's activities including the village outreach, Harley-Davidson, etc.

As stated in the Membership Handbook, the trustees were charged with the responsibility of compliance and mandates of Public Law 14-77, which created the Guam Community College, and all subsequent laws and executive orders pertaining to GCC. In addition to supporting the President, the BOT was tasked with the responsibility of developing rules and guidelines, which governed their activities as members of the BOT.

### **Self-Evaluation**

While the BOT was fully paneled, almost all of the members came from the private sector. None were representatives of the government or military. In their professional capacities, more emphasis should be made on their connection to the College.

### **Planning Agenda**

None

*B1b. 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.*

### **Descriptive Summary**

The Board passed policy 100 approving the new mission statement that is easy to recite and remember and is consistent with the ISMP. It states, "The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality of education and job training in Micronesia." The mission is achieved by accomplishing goals related to pioneering, education excellence, community interaction, and dedicated planning. The new mission statement is recited at every BOT meeting and is incorporated into the meeting packets.

### **Self-Evaluation**

The mission statement was faculty driven. Input was received from faculty and comments were solicited from the campus community. It was then sent through proper channels and adopted by the BOT. The committee of faculty that was charged with creating the new mission statement, however, was an accreditation standards committee.

### **Planning Agenda**

None

*B1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

### **Descriptive Summary**

The BOT recognized that the economic climate of Guam is on the decline and took appropriate steps to respond to students' needs. The BOT passed a resolution 19-2009 to suspend scheduled tuition and fee increases effective fall 2009 in light of the economic decline and students having difficulty in making ends meet.

Additionally, the shrinking and timely government revenues as well as competition from the private sector challenged the College. Guam's economy is just now emerging from an economic recession that lasted nearly ten years. The economic decline was created by the events of September 11, 2001, repeated super-typhoons, and the Asian economic crisis. Gross receipts tax shrank by about one third, causing the highest bankruptcy and unemployment rates in the nation.

### **Self-Evaluation**

The severe economic climate of Guam led to numerous budget shortfalls. GCC's reputation of paying on time was jeopardized. The College struggled to pay its vendors all the while trying to maintain high academic standards. It had to make do with less.

### **Planning Agenda**

None

***B1d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.***

### **Descriptive Summary**

The BOT's minutes, By-laws, policies, and assessment reports are available on the public website to a limited degree. The By-Laws clearly outline that the BOT shall consist of seven trustees; of which one is a representative from organized labor, one from business & industry, one to represent students, and the remainder from the public with at least two being women. The By-laws also dictate the terms of appointment, term of office, oaths, powers, and compensation as well as other guidelines.

### **Self-Evaluation**

PL 14-77 is GCC's Enabling Act and establishes the Board policies and by-laws. This Act and the bylaws are only available in hard copy from the Board Secretary. The enabling legislation was approved in 1977.

Comment: Refer to the public law and utilize some of the language to expand your write-up- Does this really go in this section? Clarify with Joe.

### **Planning Agenda**

Post the BOT's bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures on GCC's public website.

***B1e. 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.***

### **Descriptive Summary**

The BOT amended policy 110 – Board Policy Development and Review and was committed to periodically reviewing policies to ensure that they remain appropriate. Policy should be stated clearly, timely, and concisely. Board members may submit proposals for policy development or revision to the Chairperson. Proposals originating elsewhere shall be routed to the President for review and recommendation to the Board. The BOT will conduct a periodic review of policies and regulations to maintain currency on a two (2) year basis.

It was during this time period that policy review was undertaken in earnest. Two members were assigned this task. They met with the Vice-Presidents, established a policy review schedule, and with the assistance of the AIE office, developed a policy review tool. With the assistance of the managers and deans from the various departments and divisions, policies were reviewed for relevancy and timeliness. Policies were then corrected, amended, or deleted and presented to the Board as a whole.

### **Self-Evaluation**

Although the BOT was proactive in reviewing and amending 63 policies, there were still some policies that were in the process of being reviewed. Policies were reviewed by series (relevant groupings).

### **Planning Agenda**

None

*B1f. 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.*

### **Descriptive Summary**

The Board approved a five-year training schedule (2009-2015) which outlines potential training, both on and off island and training that is required by law.

The Board adopted Policy #120 - Orientation of new Board of Trustees members. As part of the orientation process, members are given a handbook and campus tours. The handbook includes an overview on such issues as the GCC Mission Statement, Trustee roles and responsibilities, Code of Ethics and Conduct, Decision Making, Being an Effective Board Member, By-Laws, and other pertinent information. Included in their initial packet are the minutes from the five previous meetings.

The Association of Community College Trustees also provides off-island boardmanship training for members and covers such issues as ethics and how to work with a CEO.

### **Self-Evaluation**

The BOT is a dynamic and technologically literate group. Members thoroughly read the materials given to them prior to a meeting or retreat. The Board has moved beyond fax machines and paper copies to conducting much of its business electronically. Communication and response time have improved as a direct result of their technological literacy.

### **Planning Agenda**

None

B1g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

### **Descriptive Summary**

Under policy 306, the BOT must complete an assessment plan and report in consonance with the other constituents undergoing assessment at the college. Its subgroup, the Foundation Board, is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

In August 2009 BOT won the AIE's award for best Administrative group for their assessment work in 2008.

They conduct a yearly evaluation based on a survey that is completed by its members as well as those who attend the meetings.

### **Self-Evaluation**

According to the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008 (Appendix F), Goal #2 is to establish and implement systematic assessment processes. **Did this occur? – Check with Lou** Incorporated in that goal is a regular schedule for Board assessment retreats.

### **Planning Agenda**

None

B1h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

### **Descriptive Summary**

The BOT reviewed its Code of Ethics and Conduct which recognizes that the education of students is the reason for the College's existence; all other functions must support this purpose. It is the duty of the BOT to ensure that students receive the highest quality of education in the most efficient manner possible.

### **Self-Evaluation**

The old policy was reviewed, and no changes were made because it was still relevant to how the Board conducts themselves.

### **Planning Agenda**

None

B1i. *The governing board is informed about and involved in the accreditation process.*

### **Descriptive Summary**

In one Board retreat, self-study committee chairs made a presentation about the process and status of the current self-study. Other sessions, including those with the Foundation Board of Governors and members of ACCJC, were planned.

### **Self-Evaluation**

Because it is critical that BOT be well informed about accreditation issues, members should be actively involved in the process.

### **Planning Agenda**

BOT should undergo accreditation training bi-annually and then more frequently as the accreditation deadline nears.

B1j. *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.*

*In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

### **Descriptive Summary**

The BOT accepted the President's Annual Performance Report. She is evaluated based on how successful she is in achieving ten goals that are defined in her employment contract. The president documents progress toward meeting her goals each month with a written report

to the BOI as well as a year-end performance report. The BOI uses these reports as the basis to evaluate the president's performance on an annual basis.

Study results reveal respondents' most positively perceived characteristics of the president lie in her knowledge of and commitment to GCC's mission, her professionalism, and her commitment to the philosophy of participatory governance.

### **Self-Evaluation**

The President's Performance Appraisal Survey Report was not made available until six months after its initial publication. Overall, she scored a three out of four.

The president received the lowest ratings for communicating regularly and effectively with students, faculty, administrators, and staff; uniting students, faculty, administrators, and staff to accomplish the mission of the college; and acceptance of differences of opinion.

### **Planning Agenda**

*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.*

### **Descriptive Summary**

The President actively pursued funding sources to meet the College's needs. Her strong background in accounting served as an advantage for GCC.

### **Self-Evaluation**

The president ensured that GCC projects were shovel ready which allowed for Governor to fund all of GCC's ten new construction projects out of his office totaling nine million dollars.

### **Planning Agenda**

None

*B2a. 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.*

### **Descriptive Summary**

According to the ISMP, the assessment of administrative units (president's management team) will focus on four thematic areas: support for institutional programs, quality of service, interaction with other departments/units and planning/budgeting processes. The President's Management team met on a regular basis and addressed the operations of the College. Reports were given from Administrative Services, Office of the President, Academic Affairs Division, Business & Finance, and the President.

### **Self-Evaluation**

In the President's Performance Appraisal Survey Report, her highest approval ratings were in the following areas: knowledge of and commitment to the College's mission, commitment to the philosophy of participatory governance, and professionalism. However, the President needs to strengthen her relationship with the various constituents on campus such as students, support staff, and faculty.

### **Planning Agenda**

Include diverse voices for institutional improvement by facilitating greater involvement of faculty in academic and curricular processes, staff in administrative services, and students in student services. (2nd notation)

Increase visibility among College constituents through formal and informal interactions.

B2b. *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 implementation efforts.*

### **Descriptive Summary**

The President makes a report at every BOT meeting and appries them of the condition of the College's financial, educational, institutional and operational status.

The President was instrumental in obtaining funding for the new Allied Health Building and aggressively pursues funding sources for other new buildings on campus, resources, and programs.

### **Self-Evaluation**

Although the President excels in obtaining fiscal resources for the College, survey results indicate that she needs to unite students, faculty, administrators, and staff to accomplish the mission of the College.

Although assessment is an integral part of most of the College's divisions, tying the results into the planning process must be improved.

### **Planning Agenda**

None

**B2c. *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.***

### **Descriptive Summary**

As stated in the ISMP, an Administrative Unit Assessment Plan will be the responsibility of the unit administrator in formulating the unit's respective administrative objectives/outcomes. As uniquely mandated by PL 14-77 to be the vocational leader for secondary and postsecondary education, the President fulfills the College's mandate of providing career and technical education. The President ensures that federal regulations in administering the Carl Perkins, WIA Adult Education, and Title V grants are followed.

### **Self-Evaluation**

The College continues to be a role model for the community in its adherence to statutes, regulations, and policies. As such, it has not been the recipient of any federal inquiry about questionable costs for the federal grants it administers.

### **Planning Agenda**

None

**B2d. *The president effectively controls budget and expenditures.***

### **Descriptive Summary**

GCC continues to maintain its high financial integrity. According the Guam Public Auditor, "For the 8th consecutive year, GCC has had no questionable cost or findings and recognizes GCC as a low risk auditee."

### **Self-Evaluation**

Guam continued to struggle with the economy. Despite decreased governmental allotments, the President managed to keep the College afloat. She identified areas that can be reduced,

streamlined, or eliminated to remain financially solvent. Her accounting background strengthened her presidency.

#### **Planning Agenda**

None

*B2e. The president works and communicates effectively with the communities served by the institution.*

#### **Descriptive Summary**

The President is a visible presence in the community. She is regular speaker and attendee in community events. Because of the military build-up, she is an active participant in the ongoing discussions.

Since taking office, the President has consistently held "Town Hall" type meetings each semester with students to update them on the services and projects that the college is undertaking. Each meeting ends with a Question and Answer session as the President addresses each concern.

The president is a member of several community organizations, both public and private. This enables her to be well aware of the activities of the community and to provide greater awareness of GCC.

#### **Self-Evaluation**

Despite her efforts, survey results show the president received low ratings for communicating regularly and effectively with students, faculty, administrators, and staff. The same survey indicated the need to engage in regular dialogue with College constituents regarding their needs and concerns and the need to respond to them in a more timely manner. Perhaps the Town Hall meeting should occur with more frequency and at different times of the day so that more students can have an opportunity to participate.

The President should lead in establishing a mechanism whereby the faculty advisory and support advisory members of the Board communicate back to their respective constituents regarding concerns addressed during Board meetings. A dedicated space in Chachalani should be given to these members for this specific purpose.

#### **Planning Agenda**

Increase visibility with College constituents regarding their needs and concerns.

*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. (THIS SECTION - NOT APPLICABLE)*



