# FEEDBACK: This Standard 1 report is presented as a list of bulleted evidence to support the specific AIPs; however, the report lacks the substantive narrative on how the evidence supports the AIP, how it shows an improvement and demonstrates the quality of how GCC meets this accreditation standard. Specific topics of the evidence should be grouped and organized for a better flow and readability. Action verbs should be used to show our commitment to quality and accountability. This standard committee is also addressing the least of all AIPs (3 of 25 total) and should put more effort into a narrative that leaves the reader in awe.

# Standard I

# Addressing Team Recommendations and Actionable Improvement Plans

# INTRODUCTION

The College’s commitment to continuously improve its programs and services to its students and the community, work has begun in addressing the Actionable Improvement Plans that were recommended from the recent Institutional Self Evaluation Report (ISER) submitted to the Accrediting Commission for Colleges and Junior Colleges (ACCJC) for reaffirmation of accreditation. Included in addressing the Actionable Improvement Strategies (AIS) are the four (4) recommendations made from the Accreditation Team on their visit to the College to validate the accreditation.

Addressing the recommendations come in three phases. Phase 1 involves a report on the data collection process. Phase 2, involves a report on data analysis gathered for addressing the recommendations. Phase 3, is writing the report describing how the College has addressed the recommendations. Phases 1 and 2, mainly serve as the evidence gathering process of addressing the recommendations.

The following data collection report is for the 2012-2013 Academic year, with the final report prepared in May 2013.

**STANDARD I –**

Standard I focuses on the institutional mission, communicating that mission, and institutional effectiveness.

**Actionable Items & Accreditation Visiting Team Recommendations and Status Updates**

The following are the status updates of the Actionable Improvement Plans that were identified in the ISER and recommendations from the Accreditation Team during their evaluation of the GCC in March 2012 relevant to Standard I.

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

***Feedback: The list of evidence included here are excellent examples of when the College engaged all stakeholders in our continuous planning processes; however, there should be a narrative included which speaks about the outcomes of these events. Walk the reader through the process of who and how these events help support constituent understanding of roles and expectations in planning. All evidence should be located at the bottom of the page in a footnote. Please remember to tap on AIER as a resource for linking your electronic documents within these reports AHEAD of time.***

* ISMP focus groups were held in September, October, and November 2012, to inform the campus community about the ISMP.[[1]](#footnote-1) [[2]](#footnote-2) [[3]](#footnote-3)
* On November 16, 2012, President Mary Okada held a town hall-style meeting with the campus community to provide information on the updates to the ISMP and to gather feedback from the campus on these updates.  The meeting was followed by the College’s annual Thanksgiving luncheon event. The President’s presentation on ISMP updates was entitled “Moving Forward to 2014.” The Public Information Officer took pictures at this event. [[4]](#footnote-4) [[5]](#footnote-5) [[6]](#footnote-6)
* Feedback comments about mission statement development included “for” Micronesia, instead of “in Micronesia.” The suggestion for “student-centered” was changed to “learning-centered.” Further, it was noted that, “There have been articles written on learner-centered versus learning-centered and ‘learning’ is more appropriate.” [[7]](#footnote-7)
* On February 25, 2013, Jose Munoz, Faculty Senate President, recommended the inclusion of three items in the Mission Statement: “1. A reference to Student Success, 2.  A reference to Environmentalism, and, 3.  A reference to the indigenous people and culture  of Guam and the Marianas, the Chamorros.” [[8]](#footnote-8)
* The President regularly meets with students to keep them involved in campus planning in “Meet the President” meetings.[[9]](#footnote-9) [[10]](#footnote-10)
* Comments about the Mission Statement review included, changing “the leader,” instead of “a leader,” “for Micronesia,” instead of “in Micronesia.” The recommendation included changing the word “in Micronesia” to “for Micronesia.”[[11]](#footnote-11) Final recommendations were that the mission statement include students, student centered. [[12]](#footnote-12)
* Minutes RPF Meeting, April 26, 2013, to be added when minutes are completed. Students are reserving their comments until the August 2013 meeting, which Dr. Somera will attend.[[13]](#footnote-13)
* On March 11, 2013, Dr. Somera addressed a memorandum to the entire campus community. The GCC Mission Statement feedback period was extended until September 11, 2013. This would allow the development of the Institutional Strategic Master Plan for 2014-2020 to coincide with the development of the Mission Statement. The AVP Office also announced meetings with campus governance bodies to generate new or revised goals for the development of the ISMP 2014–2016.[[14]](#footnote-14)
* Comments from students about the Mission Statement was requested on February 12, 2013.[[15]](#footnote-15)
* On Staff Administrator Development Day, mission statement feedback and ISMP updates were discussed.[[16]](#footnote-16)

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

***Feedback: The list of evidence included here are excellent examples of the College’s efforts to administer a survey; however, there should be a narrative included which speaks about the expected outcomes of these events. Walk the reader through the process of who and how these events help support communication efforts about institutional quality. All evidence should be located at the bottom of the page in a footnote. Please remember to tap on AIER as a resource for linking your electronic documents within these reports AHEAD of time.***

* In September 29, 2010, Continuing Education completed a community survey about community interest in GCC courses. According to the results, there were 7 respondents to the survey.[[17]](#footnote-17) The Public Information Officer received a quote for a community branding survey with about 500 respondents. It would cost approximately $18,000.00. The survey needs to be conducted by a group outside GCC.[[18]](#footnote-18) The College recognizes the importance of employers and the community at large being informed about the GCC brand, the college’s vision and activities.[[19]](#footnote-19)

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

***Feedback: The list of evidence included here are excellent examples of the College’s training efforts; however, there should be a narrative included which speaks about the expected outcomes of these events. Walk the reader through the process of who and how these events help support institutional effectiveness and why. All evidence should be located at the bottom of the page in a footnote. Please remember to tap on AIER as a resource for linking your electronic documents within these reports AHEAD of time.***

* In the spring of 2012, the Business Office conducted two Banner self-service training sessions on how to perform budget queries online on MyGCC.  Faculty, administrators, and staff were invited to attend these sessions and a total of 44 participants attended the training sessions. [[20]](#footnote-20)
* At the August 1, 2012 Annual Department Chair Training, the Department Chairs received Finance and Administration training.[[21]](#footnote-21)
* In September 2012, at the Professional Review Development Committee Meeting, Dr. Somera suggested the PDRC consider amending policies based on the Institutional Priorities and Academic Priorities.[[22]](#footnote-22)
* In Fall 2012, AIER presented TracDat training.[[23]](#footnote-23) TracDat is a tool used to prepare and track assessment reports. .
* On November 15, 2012, Edwin Limtuatco informed Department Chairs that their budget training would be held on 11/21/2012, 11/26/2012 and 11/29/2012. The Department Chairs received budget training to tie resources to assessment at the DC meeting at those presentations.[[24]](#footnote-24)
* In the President’s November 2012 PowerPoint presentation, the presentation slide showed that program review, assessment, and student learning outcomes are linked to resource allocation.[[25]](#footnote-25)
* The minutes of the President’s November 2012 speech included, in Section 6, that GCC must “show data for whatever you need. . . “ and that program review, assessment, student learning and resource allocation are linked.[[26]](#footnote-26)
* The Fall 2012 budget training for Department Chairs explained that the budget is performance based. Budget goals, performance indicators, and proposed outcomes are linked. [[27]](#footnote-27)
* The GCC’s budget planning process stresses that the budget is linked to assessment outcomes, consisting of department goals, performance indicators, and proposed outcomes.[[28]](#footnote-28)
* Guam Community College allocates training resources to the Institution’s Organizational and Academic priorities. GCC’s President issued Administrative Directive 2013-03. It decreed that all professional development (tuition, fees, travel costs, lodging and per diem) regardless of funding must go through the Faculty or Staff/Administrator Professional Development Review (PDRC) procedures. In the turn, the respective PDRC each required that education or training must meet the Institutional Academic or Organizational priorities.[[29]](#footnote-29)
* The Faculty PDRC Bylaws require that the committee “recommend faculty for professional development activities and ensure that recommended eligible faculty have created plans for study, research, or work experience that promote professional development congruent with **institutional priorities** and faculty needs.”[[30]](#footnote-30) (Emphasis added.)

**Status of Actionable Improvement Plan**

***Feedback: This section should be included above in the format provided at the Standard Committee Meetings. Please remember to tap on AIER as a resource for linking your electronic documents within these reports AHEAD of time.***

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

GCC engages all stakeholders in its continuous planning. For example, the President met with the employees in November 2012 with an update on the Institutional Strategic Master Plan.[[31]](#footnote-31) The opportunity for comments on the mission statement was extended to September 13, 2013 to ensure a full opportunity for all members of the campus community to participate.[[32]](#footnote-32)

Because of the continued involvement of campus constituents in the planning process, this status is closed. However, there will be continued collection of the evidence that supports this participation.

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

GCC needs to fund a community wide public survey about institutional quality. Therefore, the status is ongoing, as GCC arranges for the administration of community wide survey.

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

GCC institutional budget training instructs faculty and staff to link program review, institutional effectives and resource allocation, which results in linking assessment results to budget planning.[[33]](#footnote-33)

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