**Introduction**

Standard 1 focuses on the mission and purposes of each institution and institutional effectiveness achieving the mission; and, Standard 1 focuses on data-driven assessment and continuous quality improvement and student learning outcomes.

**Actionable Improvement Plans (AIPS):**

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

**Action Taken**:  During the 2012-2013 academic year Dr. Mary Okada held focus groups, a town hall style meeting, and open forums with students, faculty, staff, administrators, the Board of Trustees, and the island community.[[1]](#footnote-1)  The President engaged and informed the campus community of the status of the College’s Institutional Strategic Master Plan, the Physical Master Plan, the financial status of the College, and the overall state of the College.[[2]](#footnote-2) [[3]](#footnote-3) During each of these sessions, feedback was gathered and regular updates to inquiries were provided through the College’s internal web portal, MyGCC.

During the spring of 2013, the Vice President for Academic Affairs and the Office of Assessment, Institutional Effectiveness & Research participated in the various committee meetings and campus events to gather feedback on the College’s Mission statement and big picture goals.[[4]](#footnote-4)[[5]](#footnote-5) Meaningful discussions and recommendations were noted and a final feedback period was conducted in fall of 2013[[6]](#footnote-6) [[7]](#footnote-7).

In spring Semester 2013, a new faculty evaluation rubric was adopted by the Job Specification/Evaluation Committee[[8]](#footnote-8). It was implemented in the 2013-2014 academic year. The Job Specs Committee is comprised of faculty and administrators. The updated rubric clearly sets forth the expectations and roles for faculty in regard to assessment. Faculty must complete their assigned tasks as outlined in GCC’s assessment matrix. This is part of the annual faculty performance evaluation.

Assessment training and assistance continues to be conducted by the AIER office to assist faculty, staff and administrators with using TracDat software and the assessment process. AIER continues to provide department or individual training sessions upon request[[9]](#footnote-9). This indicates that GCC ensures that the roles and expectations of all constituents are clear. Moreover, it shows assessment is part of GCC’s continuous planning process.

In regard to continuous planning, the College Governing Council, CGC, has representatives from all college stakeholders: faculty, staff, administrators and students. In fall 2012, the Vice President for Finance reported on building progress and distributed the FY 2013 CIP plan for review. Since all of the campus stakeholders had representatives at this meeting, all constituents were kept apprised of the college’s continuous planning process. In spring 2013, the committee voted to approve the 2013 CIP plan. It included renovations, replacement of air conditioning, maintenance for classrooms, and a security system. A final spring 2013 CGC meeting outlined the progress made on renovation and construction plans. The CGC receives an annual status report. The information is available to GCC stakeholders through minutes and other information posted on the GCC website[[10]](#footnote-10).

GCC responds to faculty and students concerns. During the 2012-2013 academic year, faculty and students expressed concerns about a lack of air conditioning in some classrooms, classrooms that required maintenance and security on campus. These issues were addressed in the CIP plan. This is an example of how the continuous planning process addresses faculty and student concerns.

Another example is stakeholder involvement in continuous planning was in fall 2012. At the fall ISMP update, the President took questions from college stakeholders. Student concerns included housing, transportation, and parking. In other venues, students have also expressed concerns about child care, lighting in parking lots, and security. The President continues to invite student feedback and will further investigate solutions to students concerns.

Stakeholders also asked about distance learning at GCC at the fall 2012 ISMP presentation. The distance learning strategic committee will respond to that by including representatives of campus stakeholders in the planning process. The administration has clearly communicated that there is a great deal of planning that needs to be done before GCC offers distance education. Currently there are 3 online courses, 1 hybrid course, and 4 web enhanced courses being offered at GCC. The distance strategic plan will clearly set forth the roles and expectations of campus stakeholders. There are ongoing discussions on expanding the number of distance learning courses at GCC [[11]](#footnote-11).

The second initiative in the ISMP is educational excellence. One way that GCC uses to achieve educational excellence is through student learning outcomes (SLO). GCC’s systematic assessment process examines how SLO are being met. The President also communicated this initiative as part of the ISMP in fall 2012. Some of the benefits of are: educational reaffirmation of accreditation, SLO driven courses and programs, and an assessment model to evaluate and make programmatic changes. Moreover, education excellence is shown by the examination of SLO provides evidence of GCC’s quality and effectiveness in teaching students. This is taken even further when institutional learning outcomes (ILO) are assessed[[12]](#footnote-12).

The President’s fall 2012 ISMP presentation to the campus community stressed GCC’s commitment to going green. The ISMP includes further plans for alternative energy sources on campus. Currently, the GCC Resource Center is the first gold LEAD certified building on Guam using photovoltaic technology. The student group, the Eco-warriors, is also active in encouraging the campus community to go green and is initiating a proposal that Styrofoam will not be used by campus vendors. This shows that campus stakeholders are involved in the continuous planning process for GCC’s green initiatives.

GCC gathered data about the campus by assigning administrators to rotating duty as “night administrators” during the 2012-2013 academic year. The assigned night administrator was responsible for walking throughout the campus and noting problems or situations needing improvement. Their reports included information about campus locations that did not have sufficient nighttime outdoor lighting. They also noted parking areas that are isolated. These reports provide data for the continuous planning process, so GCC can address these concerns[[13]](#footnote-13).

Based on the aforementioned facts above, GCC has demonstrated that all stakeholders understand their roles and expectations in the College. These facts also show that those in various leadership roles within the College (i.e., departments, programs, and committees), actively seek comments from their constituency. For example, there is a process for students to make their concerns known to the student representative. Therefore, campus stakeholders are involved in the continuous planning process through representatives.

**Status**:  Closed.

**Next Step**: It is recommended for GCC to maintain current status.

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

**Action Taken:** As part of the ISMP update in November 2012, the President explained the pioneering initiative in the ISMP. This initiative includes employers’ need assessments. The information from employers’ need assessments assists GCC to carry out its mission to be a leader in career and technical workforce development. Employers’ need assessments are one of the ways GCC receives information to keep its courses and programs relevant to workforce needs in Guam.

While laying out the ISMP, part of the strategy to develop a new employer needs assessment focused on training and educational services. Further, the ISMP calls for partnering with private workforce training The goals of employers’ needs assessment include, but are not limited to, identifying regional workforce needs and establishing educational standards that link to local and national industry standards.

The ISMP refers to surveys taken in 2008 with an 11% response rate; a second survey in June 2011 with a 40% response rate; with a third survey scheduled for December 2012. The target population included GCC advisory committees, apprenticeship sponsors, Chamber of Commerce and Guam Contractor’s Association.

GCC industry advisory committees are in place to provide information to programs about industry needs. Therefore, results from needs assessment and advisory committees assist GCC to incorporate workforce and employer expectations into the curriculum. This process communicates institutional quality to employers in the community. It is directly linked to GCC’s mission statement. GCC will be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

Further, individual departments such as Adult Education and Continuing Education, CE, have conducted specific surveys for targeted industries or populations.[[14]](#footnote-14)

Likewise, GCC is developing a coordinated strategic plan for distance education. Surveys administered to targeted groups can also assist GCC in planning how distance education courses, will support GCC’s mission.

**Status:** Closed.

**Next Step:**  Maintain current status.

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

**Action Taken:** GCC professional development priorities are divided into two sections: organizational priorities and academic priorities. The first academic priority is: “Accreditation – Student Learning Outcomes (SLOs), program review, linking institutional planning to budget.” This demonstrates GCC’s commitment to strengthening training of faculty and staff on linking program review, institutional effectiveness and resource allocation. This also applies to training for administrators.

The second academic priority listed is course and program level assessment, General Education, and Institutional Learning Outcomes (ILOs). Course and program level assessment and ILOs are related to the first priority. Assessment is necessary for program review. It also takes the review to a higher level in examining ILOs and general education assessment. Therefore this second priority is related to the first priority. The second priorities have the goal of assessing institutional effectiveness as a whole.

Therefore, GCC sponsored training for faculty, staff and administers must meet Institutional Academic or Organizational priorities or faculty needs.[[15]](#footnote-15) [[16]](#footnote-16) These priorities demonstrate that faculty and administrators/staff opportunities for training on linking program review, institutional effectiveness and resource allocation are given precedence.

GCC’s two training priorities were updated to reflect the results of the Faculty Needs Assessment for Professional Development in February 2010. So adjustments to training needs are likewise supported by assessment data.

However, it goes a step further. Even training funded by sources outside GCC should fit into the organizational and academic priorities. That is one way that GCC strengthens the importance of those priorities. Further, GCC allocates a substantial amount of funds to administrator/staff training as well as to faculty training.

GCC’s goal of educational excellence is reached through successful accreditation, SLOs, program review and the linking of institutional planning to the budget. Therefore, the first academic training priority emphasizes the importance of training that links program review, institutional effectiveness and resource allocation.

The President’s Fall 2012 speech stressed that program data must support program needs and budget requests.[[17]](#footnote-17) This was one more way of showing the importance of linking assessment and requests for resources in budget planning. Therefore, college stakeholders were reminded once again of their individual roles in linking program review and the budget. Program data must support program needs. From collecting data to assessing and analyzing that data to budget requests, most GCC employees have some involvement in that process.

During the 2012-2013 academic year, GCC held training for department chairs that tied requests for resources to program assessment. Department chair training emphasized that budget goals, performance indicators, and proposed outcomes must be linked.[[18]](#footnote-18) The training made clearly outlined the role of department chairs. When department chairs submitted their budgets, assessment data must support requests for resources. The budget submission required that the department chair set out three goals with an explanation of what would show the evidence needed to determine whether these budget goals are met. Therefore, department chairs were held accountable for both the quality of the program and for resource allocation.

**Status**: Closed.

**Next Step**: Maintain current status.

1. Doris Perez, e-mail December 12, 2012. [↑](#footnote-ref-1)
2. Transcript of President’s November 2012 presentation to the campus community. [↑](#footnote-ref-2)
3. President’s November 16, 2012 PowerPoint presentation on ISMP updates. [↑](#footnote-ref-3)
4. Dr. Somera, extended review of mission statement. [↑](#footnote-ref-4)
5. Dr. Somera, e-mail, April 11, 2013. [↑](#footnote-ref-5)
6. [Campus announcement for final feedback on ISMP](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ISMPdraftMyGCCCampusFeedbackAnnouncement.pdf) [↑](#footnote-ref-6)
7. [Fall 2013 College Assembly Meeting Notes](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/fall2013highlightsofcollegeassembly.pdf) [↑](#footnote-ref-7)
8. [New faculty evaluation rubric announcement, February 19, 2013.](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/newfacultyevaluationrubricannouncement.pdf) [↑](#footnote-ref-8)
9. [TracDat workshop announcement, November 19, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/CCAtracdatworkshops.pdf) [↑](#footnote-ref-9)
10. [CGC Agenda for Friday, January 25, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/committee/CGC/CGCAY20122013.pdf) [↑](#footnote-ref-10)
11. [DE Quarterly Report, July – September 2013.](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/EVIDENCEINVENTORY.pdf) [↑](#footnote-ref-11)
12. ISMP Educational Excellence Goal 2 Activities, 2013 [↑](#footnote-ref-12)
13. [Night Administration Duty Assessment Report, Spring 2012](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/nightadministrationdutyassessmentreport2012.pdf) [↑](#footnote-ref-13)
14. September 29, 2010 survey results. [↑](#footnote-ref-14)
15. Professional Development Priorities, Approved: March 2011 [↑](#footnote-ref-15)
16. Professional Development Review Committee Bylaws, 2012-2013 [↑](#footnote-ref-16)
17. Ibid, FN 1, p. 69 [↑](#footnote-ref-17)
18. Budget preparation PowerPoint [↑](#footnote-ref-18)