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

**Standard 1. Institutional Mission and Effectiveness**

**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 is committed to engaging and involving all stakeholders in the College’s continuous planning process. On November 22, 2013, Dr. Mary Okada discussed how GCC met the goals stated in the 2009-2014 College’s Institutional Strategic Master Plan (ISMP). She also presented the 2014-2020 ISMP[[1]](#footnote-1).  The 2014-2020 ISMP was adopted in January 2014. The 2014-2020 ISMP incorporated all inputs that were obtained during previous internal and external meetings and interactions with stakeholders.[[2]](#footnote-2) The ISMP outlines GCC’s values, goals and action plans for continuous quality in providing educational programs and services. Highlights of the 2014-2020 ISMP includes upgrading the physical campus to accommodate an increasing student population, incorporating student-centered learning models into the curriculum, optimizing the processes of resource allocation, and increasing the retention and completion rates of students.[[3]](#footnote-3)

During the spring of 2013, the Vice President for Academic Affairs and the Office of Assessment, Institutional Effectiveness & Research (AIER) participated in the various committee meetings and campus events to gather feedback on the College’s mission statement and big picture goals. Meaningful discussions and recommendations were noted and a final feedback period was conducted in the fall of 2013. On January 10, 2014, GCC’s mission statement was amended and officially adopted by the Board of Trustees, including its Chamorro translation. [[4]](#footnote-4)

In spring Semester 2013, a new faculty evaluation rubric was adopted by the Job Specification/Evaluation Committee[[5]](#footnote-5) and was implemented in the 2013-2014 academic year. This committee is comprised of faculty and administrators. This rubric defined the updated changes in job specifications, expectations and roles for faculty members. For example, faculty’s participation and completion of assessment tasks were made part of the annual faculty performance evaluation, a component in the rubric. The addition of this component is vital to GCC’s mission, goals, and objectives. Faculty, who are actively engaged with the institutional assessment plans, are more likely to reflect, analyze, and improve courses, programs, and student services. The addition of this component ensures that GCC continues to provide the highest quality, student-centered education and job training in this region.

Since the institutional assessment system plays a large role in gauging institutional effectiveness, assessment training and assistance continues to be conducted by AIER to assist faculty, staff and administrators with using TracDat software in the assessment process. In addition, AIER continues to provide department or individual training sessions upon request. [[6]](#footnote-6)

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

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

**Status**: Closed.

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

There are several ways in which the College communicates information about institutional quality to its stakeholders and the public. [[7]](#footnote-7) One of the channels is the College‘s website, which provides access to the public as well as to students, faculty, staff, and administrators, general information about the college. The website provides access to documents and reports such as the Board of Trustees Assessment Report, the Foundation Board of Governors Assessment Report, and the College’s Institutional Strategic Master Plan (ISMP). [[8]](#footnote-8)

Through GCC’s partnership with the private sector, industry advisory committees or councils are in place to provide information to programs about industry needs. [[9]](#footnote-9) Through the results from needs assessment and assistance from advisory committees or councils, GCC is able to incorporate workforce and employer expectations into the curriculum. [[10]](#footnote-10) This continuous and ongoing process communicates institutional quality to employers in the community which is directly linked to GCC’s mission statement which reads: “Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia”.[[11]](#footnote-11)

**Status:** Closed.

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

GCC is committed to strengthening the training of faculty and staff on linking program review, institutional effectiveness and resource allocation.[[12]](#footnote-12) GCC’s investment in training is geared towards fully involving stakeholders in the provision of high-quality educational programs and services that are aligned with the institution’s mission, conducted in the most cost-effective manner. In light of this philosophy, GCC has instituted a set of professional development priorities that are divided into two sections: organizational priorities and academic priorities. GCC’s organizational priorities are to diversify funding sources and implement financial stabilization strategies. These organizational priorities enable GCC to extend the workforce development through community partnerships and to improve delivery of services to students. GCC’s academic priorities focus on accreditation-related matters e.g., Student Learning Outcomes (SLOs), program review, linking institutional planning to budgeting, and student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation. [[13]](#footnote-13)

The understanding of linkages between program review, institutional effectiveness and resource allocation is evident by GCC’s involvement of stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner.[[14]](#footnote-14) Faculty, who are fully-engaged in their departments’ assessment work, apply the results of this work in developing annual budget requests. As a result of this participatory process, GCC‘s budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community.

In addition to involving stakeholders in the financial planning and budget development processes, the College‘s participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. [[15]](#footnote-15) For example, the Resource, Planning and Facilities Committee reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects including projects that have great impact on student learning outcomes. The committee plays an important role in the College‘s financial planning and budget development process and serves as the forum for discussing needed resources and facility issues or concerns. [[16]](#footnote-16)

**Status**: Closed.

1. [Thanksgiving 2013 Assembly ISMP Close the Loop](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismppresentationnovember222013collegeassembly.pdf) [↑](#footnote-ref-1)
2. [Fall 2013 College Assembly Meeting Notes](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/fall2013highlightsofcollegeassembly.pdf) [↑](#footnote-ref-2)
3. [ISMP 2014-2020](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20142020.pdf) [↑](#footnote-ref-3)
4. [GCC BOT Mission Statement Policy 100](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/BOTPolicy100_2014updateD-FINAL%20_ADOPTED%201.pdf) [↑](#footnote-ref-4)
5. [New faculty evaluation rubric announcement, February 19, 2013.](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/newfacultyevaluationrubricannouncement.pdf) [↑](#footnote-ref-5)
6. [TracDat workshop announcement, November 19, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/CCAtracdatworkshops.pdf) [↑](#footnote-ref-6)
7. [GCC Fact Book AY 2013-2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/factbookvolume8.pdf) [↑](#footnote-ref-7)
8. [GCC Website](http://www.guamcc.edu) [↑](#footnote-ref-8)
9. [ISMP 2014-2020](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20142020.pdf) [↑](#footnote-ref-9)
10. [Institutional Priorities for AY 2013-2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/memoinstitutionalprioritiesforay20132014professionaldevelopment.pdf) [↑](#footnote-ref-10)
11. [GCC BOT Mission Statement Policy 100](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/BOTPolicy100_2014updateD-FINAL%20_ADOPTED%201.pdf) [↑](#footnote-ref-11)
12. [Institutional Priorities for AY2013-2014 Professional Development](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/memoinstitutionalprioritiesforay20132014professionaldevelopment.pdf) [↑](#footnote-ref-12)
13. [BOT Policy 306](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botpolicy306comprehensiveassessment.pdf) [↑](#footnote-ref-13)
14. [GCC Fiscal Year 2014 Budget Request](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2014budgetrequest.pdf) [↑](#footnote-ref-14)
15. [MyGCC Announcement for feedback on ISMP- 2014-2020](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/conclusionofismpmissionfeedbackperiod2013.pdf) [↑](#footnote-ref-15)
16. [GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/committee/RPF/RPFAY20122013.pdf) [↑](#footnote-ref-16)