***Directory of Evidence***

**STANDARDS 1**

**E-1 GCC BOT Policy 100**

**E-2 GCC Factbook Vol. 9**

**E-3 GCC ISMP 2014-2019**

**E-4 15th Annual Institutional Assessment Report (AIAR) AY-2015-2015**

**E-5 G.C.C. 2014-2015 Assessment Handbook**

**E-6 G.C.C. 2014-2015 Annual Report**

**E-7 G.C.C. Website**

**E-8** [**GCC Final BOT-Local 6476 AFT/AFL-CIO Faculty Agreement**](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf)

**Standard 1: Institutional Mission and Effectiveness**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

**Standard I.A. Mission**

**Standard 1.A.1.** (Assigned to Wendell Roden)

The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

**Descriptive Summary:**

The broad educational purposes of the College are to prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education. The vision, mission, and goal statements of the College serve as the driving force for the implementation of all programs of GCC.

After discussion with administration, faculty, staff, and students, GCC’s mission statement was amended and officially adopted by the Board of Trustees on January 10, 2014, including its Chamorro translation. [[1]](#footnote-0)

The mission statement now 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.”*

Translated in native Chamorro language it reads:

“*Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo’ mamanaguen fina’che’cho’ yan i teknikåt na kinahulo’ i manfáfache’cho’ ya u na’ guáguaha nu i manakhilo’ yan manmaolek na tiningo’ ni i manmafananågui yan i fina’na’guen cho’cho’ gi iya Maikronesiha.”*

The core mission of the College is to educate its diverse student population, which primarily encompasses three major groups: Chamorro, Filipino and Micronesian. In order to promote improvements in student learning, the College has focused on establishing student learning programs and services that are aligned with its vision. These are outlined in the Board of Trustees Policy 100.

*“GCC 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 institution and finest secondary and post-secondary basic educational institution serving the island’s adult community. Its excellence will continue to be recognized because of its service to employers, employees and the community at large .”[[2]](#footnote-1)*

The mission statement also remains committed to career and technical education and workforce training by identifying broad educational purposes that define the types of programs and courses offered by the College. These purposes are consistent with those of other community colleges in the region, which also include career and technical education, workforce development, job skills, soft skills, English for non-native speakers, adult basic education, general education development, adult high school program and civic engagement components as well. These programs also prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education, and respond directly to the needs of the community.

**Self Evaluation:**

*Intended Student Population*

**Fact Book** Vol. 9 (SY 2014-2015) breaks down the student population by ethnicity, revealing that 1,226 are Chamorro, and 933 are Filipino. Also, enrollment by the Micronesian population, made up of Chuukese, Kosraean, Marshallese, Palauan, Yapese and Pohnpeian, is represented by 235 students out of a total of 2563 students.

*Degrees and Credentials Offered*

Enrollment in the College‘s 26 associate degree and 29 certificate programs for fall 2014 was at a record high of 2563 students. This number is reflective of the fairly steady enrollment at the College for the past four years. In just the past two years, however, there has been a 26 percent increase in enrollment, indicating that more people are turning to the College for the education and training they will need to compete for the careers that will sustain them beyond the build up period.The College also serves over 2,000 students in the career and technical education (CTE) programs in the island‘s five public high schools through a Memorandum of Agreement with the Guam Department of Education (GDOE). The College‘s Apprenticeship Training program has 354 active participants working for 45 different local employers. Why do students come to GCC? The top five factors that influence GCC credit students to attend the College are: (1) a particular program of study, (2) cost of attendance, (3) availability of financial aid or scholarships, (4) variety of courses offered, and (5) the academic reputation of the College.[[3]](#footnote-2)

*Commitment to student learning and student achievement*

The College has taken an active role in promoting the importance of SLOs to its students, faculty, staff and administrators.

Since its initial campus wide implementation in fall 2004, **TracDat**, the assessment data management software which records assessment activities and outcomes, has allowed the College to implement an embedded assessment system. This process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round. This assessment software has allowed the College to learn more about its students. The data gathered provides the baseline for dialogue and improvement at the institutional and program level. The College‘s commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College‘s assessment efforts is the program review process, which guides improvements throughout the College.

**Actionable Improvement Plans:**

For the next 2018-2024 cycle, the mission should be reviewed again and perhaps edited to include verbiage on the types of certificates or programs that are offered.

**STANDARD 1.A.2**  (Assigned to Therese Datuin)

### *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of the students.*

#### 

**Descriptive Summary:**

#### 

All of the institution’s plans, choices and decisions are based on the mission statement. The mission statement ensures that the institution provides: (a) students with quality career and technical education, basic education and educational student services, (b) the local business communities with a steady pool of skilled employees and additional training services to employers, and (c) the community with the best and dynamic workforce development in the Western Pacific region.

Every six years, the institution uses comprehensive data and facilitated processes to update the Institutional Strategic Plan that is built on the institution’s mission statement.

The data and processes (used in updating the ISMP and mission statement) indicate how effective GCC is at accomplishing its mission and in making all institutional decisions (i.e., institutional priorities and or goals, processes, programs, and overall projects)

The data includes but are not limited to the following: student population data (i.e., retention, success, and achievement rates), student surveys, course and program assessments, planning objectives, internal and external data, other institutional surveys, and budget summaries. Data may also come from faculty committee and senate meetings, staff senate meetings, student organization meetings, meeting with the president, public hearings, board meetings, and town hall meetings.

Self Evaluation:

The mission statement is expressed through the ISMP, which clearly defines the four institutional goals. These goals are:

* *Retention and Completion:* Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.
* *Conducive Learning Environment*: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees, who are committed to student access and student success.
* *Improvement and Accountability*: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability.
* *Visibility and Engagement*: Promote the Guam Community College brand to achieve regional, national, and international recognition. (ISMP, 2013)

Actionable Improvement Plans:

None

#### 

**Standard 1.A.2**  The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of the students.

Descriptive Summary:

All of the institution’s plans, choices and decisions are based on the mission statement. The mission statement ensures that the institution provides: (a) students with quality career and technical education, basic education and educational student services, (b) the local business communities with a steady pool of skilled employees and additional training services to employers, and (c) the community with the best and dynamic workforce development in the Western Pacific region.

Every six years, the institution uses comprehensive data and facilitated processes to update the Institutional Strategic Plan that is built on the institution’s mission statement.

The data and processes (used in updating the ISMP and mission statement) indicate how effective GCC is at accomplishing its mission and in making all institutional decisions (i.e., institutional priorities and or goals, processes, programs, and overall projects)

The data includes but are not limited to the following: student population data (i.e., retention, success, and achievement rates), student surveys, course and program assessments, planning objectives, internal and external data, other institutional surveys, and budget summaries. Data may also come from faculty committee and senate meetings, staff senate meetings, student organization meetings, meeting with the president, public hearings, board meetings, and town hall meetings.

Self Evaluation:

The mission statement is expressed through the ISMP, which clearly defines the four institutional goals. These goals are:

* *Retention and Completion:* Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.
* *Conducive Learning Environment*: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees, who are committed to student access and student success.
* *Improvement and Accountability*: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability.
* *Visibility and Engagement*: Promote the Guam Community College brand to achieve regional, national, and international recognition. (ISMP, 2013)

#### Actionable Improvement Plans:

None

### 

### 

### 

### 

### 

**Standard 1.A.3** (Assigned to Barbara Rosario)

*The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Barbara Ann Rosario

Mission: Standard 1 A3: Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

**Descriptive Summary:**

The mission statements have been driven by the necessity to use the College’s participatory governance to guide the process. Our committee discusses issues pertaining to the mission statement and examines the effectiveness of the mission in relations to all aspects of the community college. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary. Descriptive Summary BOT Policy 100 mandates the College to review its mission statement annually for relevance and effectiveness. The most recent approval of the mission statement by the BOT on February 9, 2011 was the final step in the review process by the College‘s participatory governance Students and faculty expressed the following:

GCC is the only recognize local Community College in the Micronesia that provides a life-long learning to all members in the community, regardless of sex, race, gender and ethnicity. The school learning environment provides the many facets of pursuing a career and employment, obtaining a degree and improving the student’s quality of life, career and employment.

The college students once enrolled into the community college becomes active participants in the community. The College enlists students from a wide range of ages and backgrounds and seeks to provide the programs and support they need to achieve their goals. The education and real life experiences that student learn are critical to the students learning development, challenges and achievements that also encourages students to progress to a four year higher institutional learning beyond the community college.

GCC instructors have taken recognition for their learning styles where students acknowledged instructors for providing a caring relationship of mutual respect and helping students achieve their finest educational experience. Coupled with being an effective educator, their passion for teaching and students’ enthusiasm for learning creates a rich and high quality learning environment. For instance, instructors good teaching styles, instructional time, class debates, critical thinking skills, technological applications, hand on experience in the lab and community work experience is the foundation for building student self-fulfillment and preparation for social and community involvement, careers and employment.

The college creates a caring environment that is culturally lively by increasing awareness and appreciation for diversity. Also, having a safe college where

**Self Evaluation:**

The amendments made in relations to the College’s mission statement have been driven by the necessity to use the College’s participatory governance to guide the process. At the forefront of this process has been the Faculty Senate, whose mission is to serve as an inclusive forum for all College stakeholders to participate in the process of developing and recommending effective policies to the administration for the College to benefit our students and the community we serve.39 Since the last team visit in 2006, the mission statement has been amended two times: (January 2007 and September 2008). On March 11, 2009 a new mission statement was approved.40 more recently, in 2011, the Standard 1 Self-Study Committee initiated a review of the mission statement. On January 28, 2011, the CGC recommended to Committee initiated a review of the mission statement.

**Actionable Improvement Plans:**

None

### Standard 1.A.4 (Assigned to R. TYQUIENGCO)

### *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

### MIDTERM REPORT: 1A2,1A3,1A4.

### Descriptive Summary:

### *Mission Statement*

### *Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.*

### *(Board of Trustees Policy 100)*

### 

### *Sinangan Misión (Chamorro translation)*

### *Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo’ mamanaguen fina’che’cho’ yan i teknikåt na kinahulo’ i manfáfache’cho’ ya u na’ guáguaha nu i manakhilo’ yan manmaolek na tiningo’ ni i manmafananågui yan i fina’na’guen cho’cho’ gi iya Maikronesiha.*

### The mission is published online and in all College publications. The mission appears on committee agendas and minutes. Posters, postcards, and business cards with the mission statement have been widely distributed to all campus stakeholders. Forums and workshops such as the Brown Bag sessions typically begin with a review of the mission statement. Committee agendas and minutes include the mission statement. The College is familiar with the mission statement and feels that the work they do directly contributes to the mission. The mission statement is reviewed and revised periodically. During this review and revision, all key campus constituents meet to ensure that the mission remains relevant to student learning, that it continues to address the needs of our student population, and that it aligns with the (ISMP) strategic plan. As an example, in 2013-2014 as part of the assessment and revision 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. Through meaningful discussions and recommendations and a final feedback period a new version was amended. Policy 100 January 10, 2014.

### Self-Evaluation:

### 

### · Dates the Board and Faculty Senate reviewed the mission statement : [*Policy 100 (May 5, 2011) (with chamorro translation) amended and fully adopted (January 10, 2014) (BOT)]*

### 

· Old mission statement:

### 

### *The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia*

### 

### 

### 

## 1.B. Assuring Academic Quality and Institutional Effectiveness

## Academic Quality

### Standard 1.B.1 (Assigned to Ronnie Abshire)

**The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

**Descriptive Summary:**

The institution has been active in its approach to identifying, defining, and incorporating student learning outcomes within its programs and courses since 2001. Course and program-level student learning outcomes are clearly articulated in the College Catalog and the SLO Booklet. Through numerous meetings, workshops, and campus-wide forums, the campus community has been presented with opportunities to participate in dialogue about student learning outcomes. Course syllabi now list all course level student learning outcomes. Some instructors also list detailed SLOs, on their course syllabi. The College uses a two-year assessment cycle which begins with a plan for assessment of the student learning outcomes entered into TracDat. The process is detailed in the annual AIER report.

Assessment of course level student learning outcomes began in fall 2008 and is now part of the regular assessment cycle. The assessment report, also in TracDat, details how the results will be used to make improvements. The two-year assessment cycle serves as the program review for all educational, administrative and service units. Detailed program and course reviews are also conducted as needed because of issues such as budget and enrollment. The AVP Saga Report provides a detailed program and course reviews, including those for the Liberal Arts program and the Work Experience program. Based on these reviews, the recommendations, made on these programs will drive the changes that will occur in these programs.

**Self-Evaluation**

The College‘s program and course guides require the articulation of student learning outcomes. Program-and course level student learning outcomes are also published in the College catalog. The College has seen an increase in the number of courses with SLOs in the catalog, starting with 18 percent when the requirement was first implemented in fall 2008, to nearly 100 percent in the spring 2010 catalog 168 [p. 5 of the 11th AIER], and fully 100% in the fall 2011 Catalog. With the TracDat assessment tool, the student learning outcomes are clearly defined and inputted for courses, programs, certificates, and degrees. Training on student learning outcomes and inputting into TracDat is provided at least twice a year to departments or programs, and individual training is also provided upon request. Course and program level student learning outcomes are included in the course and program guide, along with detailed student learning outcomes. Faculty members are primarily responsible for creating student learning outcomes, with input from advisory committees as appropriate. This method ensures that student learning outcomes are at the collegiate level. In addition, faculty members articulate a plan on how to assess course-and program-level student learning outcomes, collect data, report the findings, and then describe how the results will be used for program improvement. The Committee on College Assessment (CCA) reviews and rates assessment plans at the program-and course level. A Consolidated Feedback Sheet, which describes in detail the comments and recommendations for changes to the plans, is electronically sent to program authors for review. Suggested changes are identified in the CFS.

**Actionable Improvement Plan**

None

### 

Standard 1.B.2 (Assigned to Wendell Roden)

*The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.*

#### Descriptive Summary:

#### 

The task of defining and assessing learning outcomes is an ongoing, campus-wide task that involves tremendous input from all levels of staff, faculty, and administration. The most recent 15th Annual Institutional Assessment Report (AIAR) for AY 2014-2015, clearly shows the growing and sustained participation and effectiveness of the College’s efforts over the years.

For example, as of AY 2014-2015, the Assessment Commitment rate to assessment requirements at the divisional level reached 100% (Academic Affairs Division, Finance & Administration Division, Administrative Services, President/CEO, Board of Trustees and Foundation Board). .[[4]](#footnote-3)

Also, the College has 402 out of 402 postsecondary courses with SLOs. That is 100% of all courses within degree programs, certificate programs, or non-required courses for either. Furthermore, all 402 courses are either having their SLOs assessed or their courses under program review. [[5]](#footnote-4)

To assist in the massive effort of assessment of Student Learning Outcomes, the AIER publishes the G.C.C. Assessment Handbook. Within its pages, you will find guidance on defining student learning outcomes, how to gather data and input into TracDat, and how to link course-level SLOs to Institutional Level Outcomes (ILOs). The handbook also explains the Two-Year Assessment Cycle Schedule and the Assessment “Taxonomy” which organizes the College into sections and spells out their assigned assessment deadlines. [[6]](#footnote-5)

#### 

#### Self Evaluation:

At the helm of all assessment at the College is the office of Assessment, Institutional Effectiveness and Research. Staff there work closely with two main committees with the biggest influence on Student Learning Outcomes. These two committees are the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA).

The Learning Outcomes Committee “ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible to the evolving needs of the community. In addition, this committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, Departmental Chairpersons, Committee Chairpersons, and administrators as appropriate. The Committee will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes. The Chairperson and Chairperson-Elect are to be elected by the members of the Committee. The committee composition will have twelve to fifteen (12-15) faculty members preferable to include faculty members representing each of the following disciplines: English, Math, Science, Social Science, and Career/Technical Education. Other members may be assigned by the Faculty Senate President if requested by the Chairperson after all other committees are filled”. [[7]](#footnote-6)

“The Committee on College Assessment (CCA) is an institution-level committee created under the terms of the 2000-2005 Board of Trustees-Faculty Union Agreement that took effect in Fall 2000 at Guam Community College. A new contract (2010-2016) retains the same provision. Relevant provisions of the contract that relate to CCA responsibilities are reflected in the language of the agreement and committee by-laws, as follows:

The Board and the Union recognize the importance of systematic and continuous assessment of student learning outcomes at the course, program, and institutional levels and are committed to a joint effort of overall institutional improvement and its stated mission.

To facilitate the process, the Committee on College Assessment is formed as follows:

Active membership is open to GCC faculty, staff, administrators, and enrolled students. According to the Agreement between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees Guam Community for Faculty 2010– 2016, Article VII – Participatory Governance (p 24 of 116), the members of the Committee must include:

1. No fewer than four (4) faculty members. (Best practice is to have one faculty member representing each of the schools, a non-instructional faculty, and a secondary faculty);
2. Other members may be assigned by the Faculty Senate President if requested by the Chairperson after all other committees are filled.
3. Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College.
4. In addition, the CCA may include, as recommended, to have the following: One (1) student representative from the Council on Postsecondary Student Affairs; additional faculty, staff, or administrators as needed.

This model of collaboration, linked through a board-union agreement, is primarily the building block of our GCC comprehensive assessment initiative. A policy document passed by the Board of Trustees (**Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees**) is the institutional mandate that drives all campus-wide assessment activities.” [[8]](#footnote-7)

Maintaining the College’s one hundred percent (100%) course-level SLO completion rate in its postsecondary courses is of highest priority, so during this reporting period, the College Adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. Through the joint efforts of the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA), and guided by the College’s 2-year assessment cycle schedule and the 5-year curriculum age rule, the Annual Curriculum Review Cycle schedule formalized the link between curriculum and the two-year assessment cycle. This assures that the results of assessment are based on current and relevant curriculum. It is the incorporation of this additional element of curriculum review to the annual reporting of student learning outcomes, that allows the College to accurately reflect on the full extent of ongoing improvement efforts taking place. [[9]](#footnote-8)

**Actionable Improvement Plans: None**

### 

### 

### *1.B.3. The institution establishes institution-set-standards for student achievement, appropriate to its mission, assess how well it is achieving them in pursuit of continuous improvement, and publishes this information. (Therese)*

#### 

#### Descriptive Summary:

The Office of Assessment, Institutional Effectiveness and Research (AIER) and the Committee on College Assessment (CCA) ensures that the College maintains the standards for student achievement by systematically and continuously assessing the student learning outcomes at the course, program, and institutional levels. The AIER and CCA publishes institutional reports that can easily be found on the College’s website.

#### Evidence of Meeting the Standard:

#### 

1. Institution-set standards (refer to ….)
   1. The College has institution set standards for college wide student achievement appropriate to its mission. The standards are for enrollment, retention, successful course completion, and the completion of either program, degree or certification. These standards are also used to assist students get placed into the workforce.
2. Criteria and processes used to set institution-set standards
   1. The College uses a clearly defined process for defining, assessing, and revising institution-set standards (refer to….)
   2. These standards were approved using the participatory governance process (......)
3. Assessment
   1. CCA reviews the institution-set standards occurs in committees w
4. Published
   1. The College’s institution-set standards are published online (......)

#### Self-Evaluation:

1. Institution-set standards
   1. The College published a chart that contains the following information: definition of the standards; data that was used to establish the standards; data used to track the progress towards achieving the standards. The \_\_\_\_\_\_
2. Appropriateness to mission
   1. The AIER and CCA tracks the progress of how well the College serves its students by analyzing enrollment, retention, and completion rates of its programs, certificates, and degrees.
3. Process for evaluation
   1. The CCA and AIER are the two primary forces that the College uses to assess and evaluate the progress made towards institution-set standards. CCA and AIER continuously and annually review data to ensure that the College meets the objectives stated in the ISMP. These two forces also provide feedback and recommendations to effectively and efficiently steer the College towards these objectives.
4. Broad-based understanding
   1. The GCC community can easily find published information on institutional-set standards, student retention and successful completion rates for courses, program and degrees in the public reports and GCC Fact Books, on the GCC website. Presentations (need evidence) on the institutional-set standards were done to help GCC community members develop an understanding of the institutional priorities and the strategies that the College will use to implement these standards.
5. Achievement of standards
   1. AIER and CCA continuously tracks progress made towards institutional-set standards.
6. Annual report
   1. The College provides the public and ACCJC with compiled reports that details the College’s progress towards the successful implementation of the ISMP.
7. Distance Education

#### Actionable Improvement Plans:

#### 

#### The CCA and AIER will continue to assess courses, programs, and other institutional areas to ensure that the College is on track with its institutional-set standards.

#### 

### 

### 

**Standard 1.B.4 (Barbara) Working progress**

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. (NOTE NEED TO ADD JUSTIFICATION)

The institution uses assessment data to determine how effectively it is accomplishing its mission. The assessment data is a vital component in our efforts to improve and ensure that the college is committed to providing direct instructional priorities in meeting the educational needs of the students.

Descriptive Summary: The institution uses assessment data and organizes it institutional processes to support student learning and student achievements through evidence that the institution provides by:

Counselors provide pre-enrollment counseling to students and an educational plan for their major of study.

The college‘s educational programs also provide off-campus CTE satellite programs at Guam‘s Public High Schools entailing classroom instruction and training experiences in the program shops prior to advancing to work experiences at site private businesses.

The GCC CTE programs helps students gain insights for career entry post secondary education which establishes to improve and integrate academic and career technical instruction or a transfer to a four year institutions of higher learning.

The programs prepare students to become positive productive members of families, at the workplace and the community.

Students shall gain knowledge of major program before graduation.

* Preparing students for college, performance on placement tests and or placement in their major and subject requirements.
* Student training needs in basic skills, local employment training needs and transfer education needs.
* Course completion data;
* Retention of students from semester to semester or term to term;
* Student progression to the next course level;
* Student program (major) completion;
* Student graduation rates
* Student transfer rates to a four-year institutions;
* Student job placement rates;
* Student scores on licensure exams.

The above evidence should be disaggregated by age, gender, race/ethnicity, socio-economic status, delivery mode, instructional site, cohort group and other categories that are relevant to the institution’s service and mission.

Student access, student driven and student achievements complements the mission of the institution of higher learning education. Student achievement notes completion points such as certificates, degrees, and transfer and progression from semester to semester. Student achievement measures student performance in the aggregate or disaggregated by student populations, the college as a whole, and within the individual programs, by location, and delivery methods.

Student motivation and learning is the demonstrated through students competencies, skills and knowledge while progressing to the next level of their major or program. Student learning is in alignment with instructional time and classwork , class size, and the representation of culmination of several years within a program of study. Student participation and involvement in institutional involvement also takes place outside the classroom, where student learn and experience progression through various activities.

The college also offers a variety of community service and special programs to prepare students for college experiences including English as a Second Language, Adult Basic Education, GED testing program preparation, and an Adult High School diploma program.

OR

1.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievements.

Descriptive Summary: The institution uses assessment data and organizes it institutional processes to support student learning and student achievements through evidences that the institution provides by:

* Preparing students for college, performance on placement tests and or placement in their major and core requirements.
* Student training needs in basic skills, local employment training needs and transfer education needs.
* Course completion data;
* Retention of students from semester to semester or term to term;
* Student progression to the next course level;
* Student program (major) completion;
* Student graduation rates
* Student transfer rates to a four-year institutions;
* Student job placement rates;
* Student scores on licensure exams.

The above evidence should be disaggregated by age, gender, race/ethnicity, socio-economic status, delivery mode, instructional site, cohort group and other categories that are relevant to the institution’s service and mission.

Student learning and student achievement are the core fulfillment of the mission of an institution of higher learning education. Student achievement denotes completion points such as certificates, degrees, transfer and progression from semester to semester. Student achievement measures student performance in the aggregate or disaggregated by student populations, the college as a whole, and within the individual programs, by location, and delivery methods.

Student learning is demonstrated through students competencies, skills and knowledge while obtaining more experiences at the college. Student learning is in alignment with instructional classwork, class size (teacher ratio 20 to 1) and the representation of culmination of several years within a program of study. Student participation and involvement in institutional involvement also takes place outside the classroom, where student learn and experience progression through various activities.

Self Evaluation:

The ISMP Implementation Grid incorporate the College published chart defining the standards, determining the standards, and tracking the progression of the standards required to fulfill the institution set-standards.

The institution-set standards are pertinent for the College to assess whether it is meeting its mission. The College tracks progress towards how well it is servicing its students from diverse population and through enrollment trends. The College tracks completion, degree completion, certificate, transfer, licensure/certification exam results, and job placement offered via College website and post traning. The College tracks progression by the course completion and succession to the next course through the sequence of courses that the student completes.

Self Evaluation:

## Standard 1.B.5 (Assigned to Ricky)

### The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

#### 

#### Descriptive Summary

#### The institution has been active in its approach to identifying, defining, and incorporating student learning outcomes within its programs and courses since 2001. Course and program-level student learning outcomes are clearly articulated in the College Catalog and the SLO Booklet. Through numerous meetings, workshops, and campus-wide forums, the campus community has been presented with opportunities to participate in dialogue about student learning outcomes. Course syllabi now list all course level student learning outcomes. Some instructors also list detailed SLOs, on their course syllabi. The College uses a two-year assessment cycle which begins with a plan for assessment of the student learning outcomes entered into TracDat. The process is detailed in the annual AIAR report.

#### Assessment of course level student learning outcomes began in fall 2008 and is now part of the regular assessment cycle. The assessment report, also in TracDat, details how the results will be used to make improvements. The two-year assessment cycle serves as the program review for all educational, administrative and service units. Detailed program and course reviews are also conducted as needed because of issues such as budget and enrollment. The AVP Saga Report provides a detailed program and course reviews, including those for the Liberal Arts program and the Work Experience program. Based on these reviews, the recommendations, made on these programs will drive the changes that will occur in these programs.

#### 

#### Self-Evaluation

#### The College‘s program and course guides require the articulation of student learning outcomes. Program-and course level student learning outcomes are also published in the College catalog. The College has seen an increase in the number of courses with SLOs in the catalog, starting with 18 percent when the requirement was first implemented in fall 2008, to nearly 100 percent in the spring 2010 catalog 168 (p. 5 of the 11th AIAR), and fully 100% in the fall 2011 Catalog. With the TracDat assessment tool, the student learning outcomes are clearly defined and inputted for courses, programs, certificates, and degrees. Training on student learning outcomes and inputting into TracDat is provided at least twice a year to departments or programs, and individual training is also provided upon request. Course and program level student learning outcomes are included in the course and program guide, along with detailed student learning outcomes. Faculty members are primarily responsible for creating student learning outcomes, with input from advisory committees as appropriate. This method ensures that student learning outcomes are at the collegiate level. In addition, faculty members articulate a plan on how to assess course-and program-level student learning outcomes, collect data, report the findings, and then describe how the results will be used for program improvement. The Committee on College Assessment (CCA) reviews and rates assessment plans at the program-and course level. A Consolidated Feedback Sheet, which describes in detail the comments and recommendations for changes to the plans, is electronically sent to program authors for review. Suggested changes are identified in the CFS.

#### 

#### Actionable Improvement Plan

#### None

#### 

### 

### 

#### 1B6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. (Ronnie)

#### 

#### *Does the institution identify significant trends among subpopulations of students and interpret their meaning?*

#### *Has the institution set performance expectations (key performance indicators) for the subpopulations?*

#### *How does it judge its achievement of the target outcomes?*

#### *Is the institution performance satisfactory?*

#### *What changes have been made or are planned as a result of the analysis of the data?*

#### 

#### Descriptive Summary

#### The College uses the COMPASS placement tests developed by American College Testing, Inc. (ACT) for English, reading and math. COMPASS 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 the College in 2006. After a series of adjustments regarding which test defined placement into a particular class level, the current process is as follows: the raw score for reading determines whether the student takes the writing component; the raw score for the writing determines whether the student takes the e-Write (essay); and the e-Write (essay) score defines placement between EN100W Fundamentals of English-Writing and EN110 Freshman English. The counseling department did a review of the testing instruments to determine whether the College should change to another testing instrument. As a result of the 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 Fundamentals of Mathematics. A score between 33-100 determines placement into MA095 Pre-College Mathematics. For the Algebra General test, a score between 0-65 places a student into MA108 Introduction to College Algebra, and a score between 66-100 places a student into MA110A Finite Mathematics. On the College Algebra General placement test, a score between 0-45 determines placement into MA161A College Algebra/Technical Mathematics, and a score between 46-100 determines placement into MA161B College Algebra and Trigonometry. Students can find information on interpreting their scores and their placement on the College website, or meet with a counselor to discuss the process and the results.

#### Self-Evaluation

#### The COMPASS application appears to be an effective tool for identifying proper placement of students in English and math courses based on the individual‘s test scores. Its scope allows the College to identify the necessary steps to ensure that the appropriate course of study is tailored for the individual student to ensure educational success. COMPASS is reviewed by the Assessment and Counseling Department on a regular basis.

#### The College‘s Management Information System (MIS) section conducts a periodic review of the COMPASS application as a preventive maintenance measure and troubleshoots the program as needed. Given the latest assessment, the system appears to be functioning in accordance with College standards.

#### Although the College utilizes the COMPASS placement test to measure individual skills and preparation for college level courses, it does not track or keep data on learning outcomes and achievement on subpopulation students. Tracking performance is made through retention and completion of certificate programs and degrees. The College should expand its data collection to include disaggregating and analyzing the learning outcomes and achievement of its subpopulation students so that resource allocation can be effectively made to increase overall student success.

#### Actionable Improvement Plan

#### The College should track data on learning outcomes and achievement of its subpopulation students.

#### 

### 

### 

### 1.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**Evidence of Meeting the Standard**

1. Processes used to assess the effectiveness of the integrated planning cycle:
   1. The processes used to assess the effectiveness of the integrated planning cycle are Governance committees who: (a) have clearly defined roles in developing policies and practices; (b) are responsible for documenting any changes to established policies and procedures in the committee operating agreement or in committee supporting documentation

#### Descriptive Summary:

#### Board policies are reviewed every two years.

* The Student Handbook is reviewed annually.
* The College conducts an independent audit annually.
* Governance processes are part of the Board-Union contract which are reviewed every 5 years, but can be reviewed and changed before that time.
* Student and learning support services participate in the institutional assessment process and follow the 2-year assessment cycle.

#### Self Evaluation:

#### Need updated percentages for how many Board policies were reviewed and if any are beyond the two-year requirement.

* The Student Handbook has been reviewed annually by the Dean of the Technology and STudent Services. Input from faculty and students are gathered before final approval.
* The College has had a history of clean audits for the past 15 years.
* the Board-Union contract is current. The union President is part of the REsource, , Planning and Facilities committee and provides input.
* Need percentages on assessment of student services

#### Actionable Improvement Plans:

### 

### 

### 1.B.8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

#### Descriptive Summary:

The College broadly communicates the results of all its assessment and evaluation activities via public reports, Fact Books, and other institutional documents. These items help disseminate information on the College’s progress towards its goals and priorities, These items also increase a shared understanding of the College’s strengths and weaknesses to the College’s community members.

#### Evidence of Meeting the Standard

1. The College uses participatory governance structure to share assessment and evaluation results
2. The College publishes its progress via various reports towards the ISMP objectives.
3. CCA and AIER publishes assessment results and reports for all academic, administrative, and student services.

#### Self Evaluation:

#### All of the College’s community members have the opportunity to participate in the planning and evaluation of the institutional-set standards and priorities via participatory governance. The College uses the participatory governance, such as Faculty Senate, Committees, and Staff Senate, to distribute important College information. Various meeting agendas and minutes, reports, presentations, and other documentation, serves to support that the institution broadly communicates all activities and progress towards its goals.

At the college level, the AIER, CCA, and Institutional Standard Committees are primarily responsible to collect and analyze data about the implementation of the ISMP. The AIER office compiles and frequently provides reports of the College’s progress in its implementation of the ISMP. The AIER office also updates the annual ISMP priorities based on various data, such as annual Committee end- of- the- year, annual reports. Other institutional committees, such as the Learning Outcomes Committee, Faculty Senate, Staff Senate, and other committees also provide the College with annual reports and recommendations with respect to the ISMP. All annual reports and information are shared with the appropriate members of GCC and is published on the GCC website.

At the unit or departmental level, all departments and its members are establish, review, and revise departmental goals on an annual basis. This process of annually assessing departmental goals ensures that the members prioritize the goals of each unit or department. This process also guarantees that the departmental goals are aligned with the College’s mission statement and the implementation of the ISMP. Lastly, the involvement of all members of the institution and the public broadcast of institutional progress reports, reminds members of fulfilling the institutional mission statement and to help achieve the ISMP. Annual assessment of departmental achievements can be found in the College’s Fact Books and in other documentation.

**Actionable Improvement Plans**: None

### 1.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

#### Descriptive Summary:

Evidence of Meeting the Standard:

The College engages in continuous, broad-based, systematic evaluation and planning cycle that includes program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long range needs for educational programs and services and for human, physical, technology, and financial resources.

The evidence provides the institution effective practice through the development of continuous dialogue about both student learning and institutional processes and evaluation. The institutional policies are regularly reviewed to ensure integrity. Strengthen educational opportunities for students through expanded access to programs. Institution maintains a field of student complains/grievances. Foster cooperative planning, especially that which targets the sharing of resources. Evidence of broad-based participation in the dialogue clearly indicates measurable goals and objectives guiding the community college in making decisions regarding planning and allocation of resources as well as curriculum and program development. There exist a cycle in which evaluation results are utilized in integrating planning, and re-evaluation. Planning and budgeting, including the reallocation of resources is aligned with the vision, priority and strategies defined for student success. The institution provides an agenda for student success that incorporates the significant initiative, legislated programs, grants, strategic, planning and accreditation.

#### Self Evaluation:

#### The College follows its mission statement by implementing the goals and priorities stated in the Institutional Strategic Master Plan (ISMP). The College uses the ISMP to guide all decisions making and college-wide improvements. The College also establishes a comprehensive planning cycle to ensure the level of planning are meeting the standards.

#### Actionable Improvement Plans:

The primary document for college planning is the ISMP. The aim of the college’s mission and ISMP is aligned with the strategic plan. The ISMP guides all other Colleges strategies, plans and learning outcomes, thus forming the program review process. The College continually assesses the progress toward the completion of the ISMP and its supportive plans initiated. GCC employees have become familiar with the campus wide planning process and how it drives the ISMP budget and submission of formal request for funds.

## 

## 1C. Institutional Integrity

### 1.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

#### Descriptive Summary:

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. 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). The College Catalog provides information to students and prospective students. The public has access to the Catalog on its this website which contains the student learning outcomes, education programs, and student support services. The Schedule of Classes also provides additional information for students. The College publishes the mission statement and other information on its website. The College’s accreditation status is clearly indicated on the College website.

Through GCC’s partnership with the private sector, industry advisory committees or councils are in place to provide information to programs about industry needs.

Through the results from needs assessments and assistance from advisory committees or councils, GCC is able to incorporate workforce and employer expectations into the curriculum. This continuous and ongoing process communicates institutional quality to employers in the community and 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.

#### Self Evaluation:

#### The College provides clear and accurate information in the catalog, schedule of classes, and on the website. This information is reviewed and updated as necessary.

#### Actionable Improvement Plans:

#### 

#### 1C2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

#### 

#### *Is the catalog provided in both printed and electronic format?*

#### *How does the institution assure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies? (Federal Regulation)*

#### *How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale?*

#### *How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students?*

#### 

#### Descriptive Summary

#### 

#### GCC publishes its college catalog that provides descriptions of the college‘s mission; programs of study; admission requirements and procedures; grading policies; degrees and certificates; student support services; educational resources; financial aid services; and learning outcomes at the institutional, program, and course levels, is published each academic year. In addition to its availability as a hard copy, the catalog is also posted online, and all errata and additional information is widely publicized through the online posting system. Moreover, a Schedule of Classes is published each semester (fall and spring) to ensure that students and other constituents can find precise, accurate and timely information concerning classes, requirements, instructors, and policies that affect students.

#### 

#### 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 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, content changes are inevitable. The College has effective mechanisms in place for ensuring that those changes are included in subsequent publication or posting of those documents. A disclaimer in the catalog and in the schedule of classes informs the public that the online version will be the most accurate version because updates to it can be done more expeditiously.

#### 

#### Actionable Improvement Plans

#### 

#### None

#### 

### 

### 

### 1.C.3. *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (*Wendell)

#### Descriptive Summary:

*Types of data the college collects*

The college collects assessment data in a two-year cycle. This cycle is followed by all departments of the college and is published in the yearly Annual Institutional Assessment Report. The AIAR report is available to the public online in the section of the college’s web page which lists all public reports.

The first type of data that the college collects pertains to course level Student Learning Outcomes. One of the core values of the college stresses student-centered learning and success, therefore collecting SLO data takes first priority.

Another type of data the college collects describes the performance of the Faculty. Every Fall, the IDEA Survey is administered. Students use the survey to rate how well learning objectives were met and give input regarding their Instructors’ effectiveness and overall performance.

The beginning of a semester is a very important time for every student. This is why, during student orientation, a survey is also given to the students in which they rate their knowledge of the various services and programs that they have access to to ensure their success. [E-4][[10]](#footnote-9)

#### Self Evaluation:

In both printed and digital format, the college does an excellent job of making public the “Taxonomy” of assignments which each department follows within their own two-year cycle. Upon physical inspection of the campus, you will see the two-year cycle printed on posters in glass cases in every part of campus. These posters also appear in various workrooms and faculty lounges. In digital format, the assessment cycle of assignments shows in numerous public reports such as the yearly Assessment Handbook, the SLO Handbook, and the yearly Assessment Report.

The process in which data is collected for SLOs is as follows. Within the 2-year cycle, each Faculty member is assigned to identify one SLO to assess. Then they must collect data regarding that particular SLO using the assessment tool that the department has developed. Many times, the tool is a Pre-Test at the beginning of the semester and a Post-Test at the end of the semester. After collecting data, the faculty must compile the data and report their findings. All of these parts of the cycle have deadlines and must be input into TracDat, which is a computer programs, the college uses to hold all assessment artifacts and documents. All faculty, staff, and administrators have access to TracDat. [E-5][[11]](#footnote-10)

Surveys are a large part of the data collection process for assessment. The biggest survey is done every Fall and is called the IDEA survey. During this survey, the faculty chooses important objectives that should be met during the semester. The faculty makes the students aware of this choice and the students rate the effectiveness of how the objectives were met. The students also answer important questions regarding the teacher’s performance and style. The results of these IDEA surveys play a big role in the end-of-the-year evaluations of each faculty member. This IDEA survey gives faculty great insight into which improvement they can make for subsequent semesters. The results are printed and e-mailed to each faculty member in the following Spring semester in an attachment in .pdf format.

Other big surveys are the surveys taken at Student Orientation. Students are made aware of the numerous programs and support services available to them on campus to ensure their success, so at the end of each presentation, they are asked to rate and acknowledge their awareness of these services. Within each department, there are also many ongoing surveys created by the department chairpersons. Within the math department, for example, a survey is administered to students which asks them to list which courses they would need or like be offered the following semester. Also, it asks which times are most needed ( e.g. morning classes or evening classes ). With all this input from the students, the college is equipped with the data needed to best meet their needs. [E-5][[12]](#footnote-11)

**Actionable Improvement Plans: None**

### 

### 

### 1.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

### Note: Still doing research to respond to the standard.

#### Descriptive Summary:

### 

### All Guam Community College degrees, certificates and courses are listed in the catalog and on the website. Through the work of the Learning Outcomes Committee (LOC), a faculty-led curriculum approval process is in place to monitor the quality of course and program guides as they are newly introduced or revamped to meet current community and industry standards. At the college, each credit hour represents one hour per week in class and two hours outside of class devoted to preparation. Credit is granted in recognition of successful work in attaining student learning outcomes (SLOs) in specific courses. All course- and program-level SLOs are published in the catalog. For academic year 2011-2012, all Certificate and AS/AA programs (n=37) listed in the catalog have articulated program-level SLOs. Likewise, all courses (n=359) published in the catalog have course level SLOs. These statements of outcomes at the course and program levels map to the Institutional Learning Outcomes (ILOs) which were recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees on December 2, 2009. These outcomes --at the course, program, and institutional levels-- serve as the primary basis for implementing the regularized assessment process at the college, which has been in place since 2001.

#### Self-Evaluation:

### 

### Program learning outcomes are clearly defined in the GCC catalog on the website, and in program curriculum documents and course syllabi. Students must successfully achieve the expected student learning outcomes as defined. Different evaluation tools are set by the program faculty members and defined in the course syllabi, and are used to assess achievement of the student learning outcomes. The program curriculum documents for degrees and certificates also outline the expected learning outcomes and the requirements for student achievement. Different signatories must review these documents. In many programs, there is a capstone course, such as practicum or internship, which measures the student learning outcomes. For some programs, these program-level outcomes are measured in different courses. Others have industry or national standard testing that are accepted as student achievement at the collegiate level. In most courses, however, rubrics are often used to provide a standard measure of student achievement.

### 

#### Actionable Improvement Plans:

### 

### None

### 

### 

### 

### 1.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

#### Descriptive Summary:

#### The institutional

#### Self Evaluation:

#### Actionable Improvement Plans: None

### 

### 

### 1.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

#### Descriptive Summary:

#### Students and prospective students always have access to the most recent catalog, available online. The catalog includes all the facts, requirements, policies, and procedures listed in the catalog. A limited amount of print versions are made and are accessible to the public in the Library, all student services offices, Admissions, Financial Aid, and in each academic department. The electronic version of the Catalog for the upcoming semester is posted in the website in August. The College follows an approved process to ensure that the information in the Catalog is accurate, current, and detailed. The Registrar oversees the annual Catalog update process. Department chairs are given time to edit their departmental pages, with edits verified by the Registrar, Deans and Academic VP.

#### Self Evaluation:

#### Actionable Improvement Plans:

### 

### 

#### 1C7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

#### 

#### 

#### *How is the policy on academic freedom implemented and monitored in DE/CE courses and programs?*

#### 

#### Descriptive Summary

#### Board Policy 460 upholds the practice of academic freedom and responsibility of faculty members. Expectations on student academic honesty are published in the Catalog and in the Student Handbook. The Student Handbook was recently updated, printed and distributed in fall 2011 semester. The College has also adopted a Code of Ethics, Board Policy 470, for all College personnel.

#### 

#### Evidence: Copy of Board policy 460 and 470.

#### 

#### Self-Evaluation

#### The policy that demonstrates institutional commitment to the free pursuit and dissemination of knowledge is Board Policy 460 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession.

#### Board Policy 460 on Academic Freedom can be found on the College website and is published in the Catalog. This policy was also discussed during the last round of negotiations and is published as Article IV in the Board-Union contract. In addition to the Board policy on academic freedom, Board Policy 470 Code of Ethics clearly describes the ideals of scholarship, lifelong learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect and professional integrity. The Code of Ethics was developed through the College‘s governance process.

#### Actionable Improvement plan

#### None

#### 

### 

### 

### 1.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituents and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

#### Descriptive Summary:

#### The College publishes every year a XX that clearly outlines policies on academic honesty and student behavior. Safety and well-being of the student population is of primary importance and the College show clearly in XX the procedures and protocol to follow regarding complaints, grievances, or other issues that pertain to academic integrity. (refer to XX).

#### Self Evaluation:

#### The College meets this Standard.

#### Actionable Improvement Plans: None

### 

### 

### 1.C.9. Faculty distinguish between personal conviction and professionally accepted views in discipline. They present data and information fairly and objectively.

#### Note: Still doing research to respond to the standard.

#### Descriptive Summary:

#### 

#### The policy that demonstrates institutional commitment to the free pursuit and dissemination of knowledge is Board Policy 460213 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession.

#### Self-Evaluation:

#### 

#### Faculty members have rights and responsibilities regarding academic freedom. Board Policy 460, however, is limited in its scope. When faculty members do not distinguish between personal conviction and professionally accepted views, or they do not present data and information fairly and objectively, a violation of faculty ethics may be reported. In January 2011, the Faculty Senate approved the procedures, investigations, and actions regarding faculty ethics violation.

#### 

#### Actionable Improvement Plans:

#### 

#### None

#### 

### 

### 

### 1.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and or appropriate faculty and student handbooks.

#### Descriptive Summary:

The Guam Community College is a public, open-access community college, which does not require conformity to specific codes of conduct of staff, faculty, administrators, or students. GCC also does not seek to instill specific beliefs or worldviews.

#### Self Evaluation:

#### 

GCC does not require conformity to specific code of conduct among its community- the institution does have expectations that all members of the community act professionally and in the best interest of the college. GCC encourages all members to be responsible and accountable for all actions. These expectations are reinforced via the employee's’ annual evaluation. Ethical issues are usually referred to the Human Resources department or the Faculty Ethics Committee. Lastly, students are expected to act professionally and responsibly at all times, as stated in the Student Handbook.

There are no specific codes of conduct for faculty, staff, students, and administrators outside of behaviors indicated in the employee handbook,

#### Actionable Improvement Plans: None

### 

### 

### 1.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

#### Descriptive Summary:

#### GCC does not operate in foreign locations so therefore the standard doesn’t apply to GCC.

#### The College ensures that any foreign institution abide and conform to the Standards and Applicable Commission policies. (refer to XX).

#### Self Evaluation:

#### The College meets this Standard.

#### Actionable Improvement Plans: None

### 

### 

#### 1C12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

#### 

#### 

#### *Does the institution communicate matters of educational quality and institutional effectiveness to the public? Is the communication accurate? (Federal Regulation)*

#### 

#### Descriptive Summary

#### 

#### Guam Community is in compliance and meets all the eligibility requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC). Public Law 14-77 or the Community College Act of 1977 is the institution‘s enabling law. Since its initial enactment by the Guam Legislature, it has served as the institutional mandate that has guided GCC in carrying its mission to provide high quality education and training in career and technical workforce development on island. The College has a mission statement that is adopted by the Board of Trustees through BOT policy 100. Its governing board is composed of six members that are appointed by the Governor to represent various sectors of the community as outlined in public law 14-77.

#### 

#### The college’s educational programs are delivered on and off-campus, in satellite programs at Guam’s public high schools and on site at businesses as needed. These programs prepare students for entry-level employment in career and technical fields or transfer to four-year institutions of higher learning. All Guam Community College degrees, certificates and courses are listed in the catalog and on the website. The college documents and monitors student learning achievement each year by compiling statistics that show trends on program and course completions, persistence and retention rates, program and course SLO completions, graduation rates, and other similar measures. These trend data are published annually in the GCC Fact Book and the information are used for strategic planning and decision making purposes.

#### 

#### Through its budget process, the Guam Community College allocates adequate resources to support its educational programs and services. The college‘s operating budget is intended to meet the expectations identified in the institutional mission statement that enables students to achieve quality education and job training at the college. Budget planning is designed to support the goals and objectives in the Institutional Strategic Master Plan (ISMP). Budget planning is also tied to assessment findings through the college‘s program review process in TracDat, GCC‘s assessment data management software. For the last ten (10) years in a row, independent auditors Deloitte & Touche, LLP has rendered an unqualified or clean opinion on GCC‘s financial statements. This is the reason why the college is regarded as the most fiscally responsible entity in the entire Government of Guam.

#### 

#### Self-Evaluation

#### 

#### Guam Community College believes that high quality general education opportunities for all its students are necessary for democratic principles and practices to exist and for a sound economy to flourish. The college continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire service, opportunity and responsibility in all its constituencies.

#### 

#### The college documents and monitors student learning achievement each year by compiling statistics that show trends on program and course completions, persistence and retention rates, program and course SLO completions, graduation rates, and other similar measures. The wide range of student services provided to each and every Guam Community College student is described in detail in the college catalog. These services are consistently aligned with the college mission. Likewise, these services support student learning and achievement for all students at the college.

#### 

#### Board Policy 460 on Academic Freedom is published every academic year in the college catalog to constantly remind faculty and students that the college supports an atmosphere of independence to examine and challenge ideas that brings about intellectual freedom ultimately leading to discovery and knowledge. It is also published on the college‘s website under Board policies. The educational credentials of faculty are always published at the back of the college catalog, as it has been in previous years.

#### 

#### The college’s accreditation status is recognized in all major college publications and on the college website. It adheres to all eligibility requirements and accreditation standards as described in this self-evaluation report. Not only has the college communicated fully and openly with the Commission in the past, it has also complied with all Commission requests for submission of annual, midterm and progress reports in a reasonable and timely manner.

#### 

#### Actionable Improvement Plan

#### 

#### None

#### 

#### 

### 

### 

### 1.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and public.

#### Descriptive Summary:

#### The College adheres to local and federal policies, regulations and laws as applicable. Any changes to programs and other services at the College are reported to WASC as required.

#### Self Evaluation:

#### The College has received clean audits for the past 15 years. These audits ensure that policies and laws regarding finances are followed.

* The Office of the Vice President of Academic Affairs Division is responsible for the submission of documents to WASC for program changes

#### Actionable Improvement Plans:

### 

### 

### 1.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting interests.

#### Descriptive Summary:

The College’s institutional priorities, as stated in the ISMP, ensure that GCC is committed to high quality education, student achievement and student learning. The ISMP is used in all planning and development at GCC to ensure that the College meets the accreditation standards and its mission.

GCC’s financial statements demonstrates that GCC does not generate financial returns for investors, or contribute to a related or parent organization, or have supporting external interests.

#### Self Evaluation:

#### is committed to providing high quality education to ensure student achievement and student learning as dictated by the ISMP. The College ensures high quality education by through annual assessment of the ISMP, learning outcomes at the program and course level. The College is a public, nonprofit, Government of Guam autonomous agency, and does not generate financial returns for investors, or contribute to a related or parent organization, or have supporting external interests. GCC is a postsecondary institution with no emphasis on research or private scholarship.

#### Actionable Improvement Plans: None

***Comments:*** ***For the fall draft report, make sure the bullets are transformed into a narrative form. There is an established product expectation for building the ISER for each semester. This is to ensure that we are on track on the stages required to complete ISER up to spring 2017. These expectations will be discussed at our first meeting in which the date, time, and venue will be announced later. For the fall draft report, all the standards must be addressed in narrative form and no standard is to be left blank. Evidence footnoting can be noted in parenthesis at end of the sentence or paragraph as appropriate. An evidence directory must accompany the draft. In building the ISER for your standard, start working on the standards that are the same from the 2012 ISER report and provide the updates. This would expedite the ISER development building process. When responding to the standards, make sure that the response is aligned and relevant to what the standard is asking for. Remember, all responses must be evidence-based and data-driven.***

### 1.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

#### Descriptive Summary:

#### *Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.*

The mission is published in the College Catalog, Website and other various publications. During this period it is standard to recite the mission statement during formal meetings that involve Administration, Faculty , Staff and Students. 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 The mission is published in the College ISMP -

#### Self Evaluation:

Dates the Board and Faculty Senate reviewed the mission statement : *Policy 100 (May 5, 2011) (with chamorro translation) amended and fully adopted (January 10, 2014) (BOT) The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia*

#### Actionable Improvement Plans:

1. G.C.C. BOT Policy 100 [↑](#footnote-ref-0)
2. G.C.C. BOT Policy 100 [↑](#footnote-ref-1)
3. G.C.C. Factbook Vol. 9 [↑](#footnote-ref-2)
4. **15th Annual Institutional Assessment Report (AIAR) AY-2015-2015, p.4** [↑](#footnote-ref-3)
5. **15th Annual Institutional Assessment Report (AIAR) AY-2015-2015, p. 6** [↑](#footnote-ref-4)
6. **G.C.C. 2014-2015 Annual Report** [↑](#footnote-ref-5)
7. [**GCC Final BOT-Local 6476 AFT/AFL-CIO Faculty Agreement**](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf), p. 29 [↑](#footnote-ref-6)
8. [**G.C.C. Final BOT-Local 6476 AFT/AFL-CIO Faculty Agreement**](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf), p.30 [↑](#footnote-ref-7)
9. **G.C.C. 2014-2015 Annual Report** [↑](#footnote-ref-8)
10. [↑](#footnote-ref-9)
11. [↑](#footnote-ref-10)
12. [↑](#footnote-ref-11)