# 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. (**BOT Policy 100**)

#### 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 .”(BOT Policy 100).***

The mission statement also serves as the foundation on which the College‘s Institutional Strategic Master Plan (ISMP) 2014-2020 was developed, further demonstrating the importance of the mission to choices and decisions made by the College. The primary purpose of the ISMP is to serve as a guide to action. It is a strategic plan intended to illustrate long-term goals and initiatives enabling the College to realize its vision. As a public document, it also serves to communicate the College‘s long-term vision and plan not only to its faculty, staff, administrators and students, but also to the community at large.

The College‘s commitment to its mission is further demonstrated by its efforts to produce and support student learning by developing Student Learning Outcomes (SLOs) at the course, program, and institutional level. These SLOs describe the 3-5 central goals that students will have attained upon successful completion of a course.

It is the job of the Learning Outcomes Committee (LOC) to oversee the continued analysis of each course’s SLOs to assure there are no discrepancies between departments or even sections of the same course. All postsecondary faculty are further required to develop and incorporate SLOs in their syllabi every semester.

In the (CURRENT) Catalog, program SLOs describe the broadest goals for the program, particularly those that require higher-level thinking. They require students to synthesize many discrete skills or areas of content. SLOs also ask students to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work. These SLOs are defined in the context of the College‘s mission, population and programs, and convey the values of higher education. Most importantly, these SLOs are evaluated or assessed periodically so that accountability and improvement remain the hallmarks of a good program.

#### Self Evaluation:

#### The mission statement defines the major purposes critical to the College that relate directly to its intended student population. Discussions have taken place regarding the relevance of the mission statement to student learning, as was the case in relation to the amendments and adoptions that were made in 2014. In the case of the current mission statement, the Standard 1 Committee initiated the discussion of the mission, which created an environment for dialogue within the College community. A February 22, 2009 email to faculty from the Standard I Chair outlines the draft mission statement and calls for feedback and comments.16 Faculty, staff, students and administrators, for the most part, actively participated in this exercise. On March 5, 2009 the Academic Vice President (AVP) recommended that the BOT endorse and adopt the new mission statement. 17 The mission statement reflects the intended student population, which encompasses a diverse ethnic body.

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#### Fact Book Vol. 4 (2010) breaks down the student population by ethnicity, revealing that 1,126 (598 females and 527 males) are Chamorro, and 676 (391 females and 284 males) are Filipino. An enrollment count for AY 2009-2010 (Fa, Sp, & Su) reveals that the Micronesian population, made up of Chuukese, Kosraean, Marshallese, Palauan, Yapese and Pohnpeian, is represented by 332 students out of a total of 3,193 students. Figures from AY 2008-2009 (Fa, Sp, & Su) reveal that the Micronesian population was represented by 223 students out of a total of 2,643 students.

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#### 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.

(Mention of Military Buildup is no longer valid)

#### Enrollment in the College‘s 20 associate degree and 17 certificate programs for fall 2011 was at a record high of 2,556 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.19 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. 20 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.21 The College has taken an active role in promoting the importance of SLOs to its students, faculty, staff and administrators. In August 2010 the SLO & Curriculum Mapping Booklet was published to guide faculty in helping students achieve articulated course outcomes.22 This booklet is an updated and expanded version of the SLO Booklet first published in spring 2009. Several faculty took the dialogue to a higher level by seeking feedback from their respective advisory committees, students, and adjunct faculty. Hence, many of the originally written course SLOs were revisited and refined. This booklet lists the course level SLOs extracted from the catalog and syllabi submitted during summer 2009, fall 2009, and spring 2010, in addition to all the approved SLO maps at the course and program-level. As of fall 2011, the College has reached 100% in terms of the articulation of program level and course level SLOs.23 The SLO Map template was also revised to replace the 28 General Education Outcomes with five Institutional Learning Outcomes (ILOs) that were approved in December 2009. It is the College‘s goal that every administrative unit, student services unit, and academic department must map to the ILOs.24 The General Education Committee conducted a presentation on the newly developed ILOs to all employees at the Professional Development Day on February 15, 2010. The committee members gave specific examples of how particular course level SLOs link to the ILOs. Since its initial campus wide implementation in fall 2004, TracDat, the assessment data management software which records assessment activities and outcomes, has allowed the 19 Fact Book AY2010-2011, Volume 5, p.10 20 BOT Report January – June 2010, p. 1 21 2010 Faces of the Future, Spring 2010, p. 49. 22 SLO & Curriculum Mapping Booklet. Updated Fall 2011. 23 Tenth Annual Assessment Report, 2009-2010, p. 13 24 Postrozny, Marsha. Foreword: SLO & Curriculum Mapping Booklet. Updated August 2010. P a g e | 52 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.25 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. Furthermore, the College has been able to collect data in relation to the needs of its student population from The Faces of the Future Survey, an annually conducted survey at the college, as developed by the American Association of Community Colleges (AACC) and American College Testing (ACT), Inc. AY 2009-2010 was the fourth year that the College has administered this survey. Previous surveys were administered in fall 2002, fall 2005, and fall 2007.26 The Faces of the Future Survey produces data that gives the institution information on the socio-demographic profile of credit and non-credit students and their current college experience. The spring 2010 survey results revealed that both credit and noncredit students reported that their experience at GCC contributed to their growth by increasing their academic competence and improving their self-confidence.27 The results provide the College with data that allows it to determine if it is addressing the needs of its student population. It also provides useful information that enables the College to make informed decisions when planning for programs and services and allocating resources to address the needs and concerns of students. In addition, the College works in close collaboration with faculty and members of Advisory committees, to embark on an ongoing and continuous institutional effort to revise and update its curriculum documents so that they remain responsive to industry and community needs through well- articulated students learning outcomes.28

#### 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, as specified in the standard.**

### 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.*

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#### Descriptive Summary:

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#### 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:

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#### 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

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### 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:

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### · 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)*

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### · Old mission statement:

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### *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*

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## 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 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 catalog168 (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

### 1.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.

#### Descriptive Summary:

#### The College follow a 2-year Assessment cycle in which SLO’s are identified for analysis, data is collected, and data is analyzed and interpreted.

* All program and course SLO’s can be found XX. (refer to XX).
* The Learning Outcomes Committee and monitors and provides templates for program reviews, revisions, XX, (refer to XX).

#### Self Evaluation:

* The College meets this Standard.

#### 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.

#### Descriptive Summary:

* SLO handbook
* LOC committee
* GCC website
* AIER office

#### Self Evaluation:

* The College meets this Standard.

#### Actionable Improvement Plans:

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

* AIER office
* Assessment
* ISMP plans
* Faculty evaluations

#### Descriptive Summary:

#### As part of the institutional assessment, programs must demonstrate how student learning outcomes are achieved.

* The factbook provides data on student graduation and retention rates.

#### Self Evaluation:

* Input data on program assessment percentages
* The factbook indicates an overall graduation rate of XX and a retention rate of XX . This has improved over the past years?

#### Actionable Improvement Plans:

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## Institutional Effectiveness

### 1.B.5. 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:

#### Self Evaluation:

* The College meets this Standard.

#### Actionable Improvement Plans: None

### 1.B.6. 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.

#### Descriptive Summary:

#### Self Evaluation:

#### Actionable Improvement Plans:

### 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.

#### 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:

#### Assessment data includes how programs demonstrate slo’s

* All data is uploaded into TracDat

#### Self Evaluation:

* The College meets this Standard.

#### 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:

* ISMP
* Board Meetings
* Faculty Senate

#### Self Evaluation:

#### Actionable Improvement Plans:

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## 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 Catalog provides information to students and prospective students. The Schedule of Classes also provides additional information for students.

* The College publishes the mission statement and other information on its website. The public has access to the Catalog on this website which contains the student learning outcomes, education programs, and student support services.
* The College’s accreditation status is clearly indicated on the College website.

#### 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:

### 1.C.2. 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)

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#### Descriptive Summary:

* An updated Course Catalog is available in print and online (refer to XX).
* A yearly Fact Book is available in print and online (refer to XX).

#### Self Evaluation:

* The College meets this Standard.

#### 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.

#### Descriptive Summary:

#### IDEA student surveys and results

* Publications

#### Self Evaluation:

#### Actionable Improvement Plans:

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

#### Descriptive Summary:

#### The College catalog describes the purpose, content, course requirements and expected student learning outcomes for certificates and degrees.

#### Self Evaluation:

#### Certificates and degree descriptions in the college catalog are extracted from program and course documents. These are reviewed at least every 5 years and signatories on the documents must assure that the purpose, content, course requirements and student learning outcomes are clear.

#### Actionable Improvement Plans:

### 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:

#### AIER

#### Self Evaluation:

* The College meets this Standard.

#### 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:

#### Self Evaluation:

#### Actionable Improvement Plans:

### 1.C.7. 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.

#### Descriptive Summary:

* Board Policy 460 on academic freedom is published on the College’s website, and in the College catalog.

#### Self Evaluation:

#### The College website publishes board policies on academic freedom and responsibility.The policy outlines academic freedom for the “common good.”

#### Actionable Improvement Plans:

### 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.

#### Descriptive Summary:

#### Faculty senate

* Instituional priorities

#### Self Evaluation:

#### Actionable Improvement Plans:

### 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:

#### Board Policy #470 adopts a Code of Ethics for the College. The Code applies to all employees at the College.

* The Student Handbook outlines policies regarding student behavior and conduct.

#### Self Evaluation:

#### The Faculty Senate approved in XX a review process for faculty members. The Faculty Ethics Committee outlines the process, including due dates, for faculty members who receive ethical complaints.

* The Student Handbook provides policies regarding drug and alcohol use, plagiarism,

#### Actionable Improvement Plans:

### 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:

#### 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

### 1.C.12. 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.

#### Descriptive Summary:

#### Self Evaluation:

#### Actionable Improvement Plans:

### 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 is committed to a Student Learning based model as specified in the mission (refer to XX). The office of P&D conduct graduate surveys to check on the status of graduates. They take statistics on students’ transition on to higher education or employment. (refer to XX).

#### Self Evaluation:

#### The College meets this Standard.

#### 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: