# 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.

***Comments: There still is a lot of work that needs to be done for standard 1. Use the questions from the Guide for Evaluating and Improving Institutions to build the narrative for the standard questions. Go through the 2012 ISER report and extract information written that applies for addressing the new standard questions.***

## 1A. Mission

### 1.A.1. 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

Question to be answered: What does the institution's mission statement say about its intended student

population….

#### Descriptive Summary:

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#### 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.

#### (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.”*

#### This mission drives all institutional planning, training, and decision making. It defines the student population and emphasizes the college‘s commitment to providing the highest quality of education and job training in Micronesia. ( note: worked on 9-11am 9.29.15 by Wendell Roden )

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#### Possible Evidence Sources (Wendell’s Parts)

#### BOT Policy 100 (Mission)

#### 2012 ISER

#### Tracdat

#### Midterm Report 2015

#### GCC Factbook

#### ISMP 2009-2014

#### ISMP 2014-2010

#### BOT Policy 185 (Sexual Harassment Prevention)

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#### Self Evaluation:

#### ISMP and its purpose

#### GCC is committed to engaging and involving all stakeholders in the College’s continuous planning process. During a college assembly on November 22, 2013, Dr. Mary Okada discussed how GCC met the goals stated in the 2009-2014 College’s Institutional Strategic Master Plan (ISMP). She also presented the 2014-2020 ISMP (Thanksgiving 2013 Assembly ISMP Close the Loop)

#### The 2014-2020 ISMP was adopted in January 2014. The 2014-2020 ISMP incorporated all inputs that were obtained during previous internal and external meetings and interactions with stakeholders. The ISMP outlines GCC’s values, goals and action plans for continuous quality in providing educational programs and services. Highlights of the 2014-2020 ISMP includes upgrading the physical campus to accommodate an increasing student population, incorporating student-centered learning models into the curriculum, optimizing the processes of resource allocation, and increasing the retention and completion rates of students. (ISMP 2014-2020)

#### ( note: worked on 10-12am 9.30.15 by Wendell Roden )

#### (\* Work in progress)

#### Implementation of new school of College and Career Readiness.

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#### Sexual Harassment and Sexual Discrimination Prevention Training 9.18.15

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#### Mission-Driven Transformation Training 9.18.15

#### ( note: worked on 9-11am 9.29.15 by Wendell Roden )

Mission statement describes the institution’s Student population, Student Ethnicities, Enrollment numbers, Programs (Factbook)

Data to show GCC is committed to student learning and student achievement

SLO’s, IDEA survey, College of career and readiness, Assessment.

#### Actionable Improvement Plans:

None

### 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:

The institution does use data to determine its effectiveness in accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of the students. This data are collected from student IDEA surveys, retention and completion rates, program enrollment rates, program and course assessments, and current career and workforce requirements and or job standards. Informal data is also collected from student meetings with the president

College’s services and programs participate in institutional assessment following a 2-year cycle. As part of the assessment plan, programs and services must connect to the mission statement.

#### Self Evaluation:

#### Need updated assessment percentages on how many programs and servicescompleted their assessment.

#### Actionable Improvement Plans:

### 1.A.3. 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.

#### Descriptive Summary:

The institution’s programs and services are aligned with the mission statement which guides the institutional decision-making, planning and resource allocation. The institutional goals is achieved by adhering to the student learning outcomes whereas the planning and decision making is consistent with the accreditation standards, goals, objectives, and annual assessments that is completed every year by all staff, faculty and administrators of the college. This is central to providing the highest quality, student centered education and job training for Micronesia.

#### Self Evaluation: How does the mission statement guide planning and decision making? To what extent is the mission statement central to the choices the college makes?

The College meets this Standard.

#### Actionable Improvement Plans: None

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

## Academic Quality

### 1.B.1. 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 uses student learning outcomes as a means to improve student learning and achievement. Through a collaborative process between Administration, Faculty and Students, these learning outcomes are published, assessed and improved upon based on results. The Institutions curriculum documents are updated at least every five years and can be updated sooner based on input by either industry, advisory committee members, faculty or assessment results.*

The College publishes course-level student learning outcomes in the College catalog for students. These student learning outcomes are also required as part of the course syllabus. The Learning Outcomes Committee reviews all program and course documents and ensures that the curriculum has appropriate student learning outcomes, assessment, and course design. The College requires all program and course curriculum documents to be updated at least every five years. Input from faculty, industry, and the advisory committee is used to strengthen the curriculum.

**Self-Evaluation**:

#### The College publishes 100% of student learning outcomes for courses.

The Learning Outcomes Committee reviewed XX number of documents this academic year (give history of # of documents once LOC final report is published.

Based on the AIR report, XX % of course and program documents were submitted within the five-year requirement.

**Actionable Improvement Plans:**

### 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 programreviews, 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