

**2017 INSTITUTIONAL SELF EVALUATION REPORT (ISER)**

**IN SUPPORT OF**

**RE-AFFIRMATION OF ACCREDITATION**

Submitted by

GUAM COMMUNITY COLLEGE

1 Sesame Street

Mangilao, Guam 96923

Submitted to

Accrediting Commission for Junior and Community Colleges

Western Association of Schools and Colleges

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2017

**Certification of the 2017 Comprehensive Institutional Evaluation Report**

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Mary A. Y. Okada

President and CEO

Guam Community College

This Institutional Self Evaluation Report (ISER) is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Mr. Frank P. Arriola Date

Chairperson, GCC Board of Trustees

Dr. Mary A. Y. Okada Date

Chief Executive Officer and President

Dr. R. Ray D. Somera Date

Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs

(Name) Date

President, GCC Faculty Senate

(Name) Date

President, GCC Staff Senate

(Name) Date

President, Council on Postsecondary Students Association (COPSA)

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**Context**

The island’s native inhabitants, known as Chamorros, were first encountered by Ferdinand Magellan of Spain in 1521. The United States gained control of Guam after the Spanish-American War in 1898. Forty-two years later, on December 8, 1941, Japan attacked the island, making the Chamorro people prisoners of war. United States military forces reclaimed Guam in 1944. The Chamorro people were encouraged to learn English, technologies (e.g. telephone and radio) and skills were brought into the island, and trade and commerce ensued. Residents began seeking education, military, and job opportunities in the United States. Six years later, in 1950, federal jurisdiction of Guam was transferred from the U.S. Navy to the Department of the Interior upon President Truman’s signing of the Organic Act of Guam.

To this day, Guam is an unincorporated United States territory located in Micronesia, a region of small islands and atolls in the western Pacific Ocean. The island is located 1,500 miles south of Tokyo and 932 miles above the equator. Guam is nearly 9,000 miles west of Washington D.C., or 15 hours ahead of Eastern Standard Time “where America’s day begins.” The island’s coastline is 77 miles, encompassing a land area of 209 miles, which is less than half the size of Los Angeles. This small island rises 37,820 feet above the world’s deepest channel, the Mariana’s Trench. The island experiences a tropical climate that is warm and humid year-round.



**Island Demography**

The island’s demography has remained relatively the same since the 2000 Census. Similar to the United States, Guam is considered a melting pot, but its demographic profile consists mostly of Pacific Islanders unlike America. The Compact of Free Association allows free emigration of residents from the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau into the United States, however, most travel to Guam because of the island’s proximity. Of the 159,358 residents, nearly half are of Native Hawaiian or Other Pacific Islander descent while a third are of Asian descent. Three of every four Pacific Islanders identify as Chamorro while two of every three Asians identify as Filipino. The Chuukeese and White ethnic groups each represent 7 percent of the total population. The island expects a continued buildup in military members and their families from Okinawa, Japan, following a decision by the U.S. Department of Defense.

*Educational Attainment among Individuals 25 years and older*

Thirty percent of the island’s population graduated from high school (including equivalency), similar to the 33 percent of Native Hawaiians or other Pacific Islanders (“Pacific Islanders”) in the United States; however, this percentage is different from over 80 percent of the United States who have attained this same level of education. One in five individuals on Guam received some college education (without a degree); this is different from 35 percent of Pacific Islanders in the United States and 60 percent of the United States population who have attained this same level of education. Twenty percent of the island’s population attained a Bachelor’s degree or higher, which is equal to the percentage of Pacific Islanders in the United States attaining this same level of education.

*Civilian Population Employed among Individuals 16 years and older*

The 9.3 percent of unemployed individuals 16 years and above on Guam is slightly higher than the 8.8 percent of unemployed Pacific Islanders in the United States. Service occupations and management, business, science, and arts occupations are common among the civilian labor force on Guam and Pacific Islanders in the United States. Of the civilian labor force, 15 percent on Guam versus 22 percent of Pacific Islanders in the United States work in educational services, health care, and social assistance industries. A larger portion of the Guam civilian labor force (17 percent) than Pacific Islanders in the United States (14 percent) work in the arts, entertainment, and recreation, and accommodation and food services industry, which may be due to the island’s tourist-driven economy.

**Overview of Guam Community College**

**Vision**

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.

Vision in sight, Guam Community College remains committed to fulfill its mission as a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. The College identified six core values to guide its path to fulfilling its mission.

* *Diversity*. We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College’s common goals.
* *Accountability*. We value a culture of Institutional and individual responsibility, transparency, and continuous assessment and improvement.
* *Service*. We support and recognize service at all levels of the College. We strive to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.
* *Integrity*. We hold high standards of character and integrity as the foundation upon which the College is created.
* *Learning-Centered*. We foster intellectual flexibility, knowledge, and skills be integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.
* *Student-Focused*. We are committed to education, inquiry, and service in order to meet our students ever growing and changing needs. We promote lifelong learning, civic and social responsibility, leadership, and career growth.

Guam Community College recognizes its need to participate in self-evaluation and self-regulation to fulfill its student-centered mission. Since 1979, GCC continues to be accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

**History of Guam Community College**

Guam Community College was established in 1977 through the Government of Guam Public Law 14-77, commonly cited as the Community College Act of 1977. The purpose of the College was to strengthen secondary and postsecondary education programs within the territory through extension programs in skill training. The seven members of Guam Community College Board of Trustees oversee the College. Six members are appointed by the Governor, which includes one trustee to represent business, industry, and employer organizations; one trustee to represent organized labor organizations; and four trustees to represent the general public. The seventh member is a student appointed by peers enrolled within the Institution. Additionally, the Trustees select advisors from the community to support decisions by the Board that assist the College in fulfilling its purpose.

Guam Community College (GCC) is a multi-faceted public career and technical education institution that prepares students for employment opportunities in career and technical fields, or for transfer to four-year institutions of higher education. GCC is the only community college on the island, and continues to enjoy an excellent reputation for quality career and technical education programs. The College offers affordable tuition – that has remained unchanged since Fall 2011 – for resident, non-resident, and foreign students. In addition to Federal Student Aid, the GCC Foundation and a variety of community donors offer scholarships to financially support students.

The College offers a breadth of services to support the needs of students throughout their educational experience. Students may register and pay for classes, apply for financial aid services, seek assistance from guidance counselors and advisors, and request for accommodative services at Building 2000, Student Services and Administration. On campus, students may purchase school supplies and textbooks from the Bookstore and veteran students may gather together at the Veteran’s Lounge in Building F, Foundation Building. Students may photocopy and print, search the EBSCO database, and utilize the open computer lab and study rooms in the Building 4000, Learning Resource Center. In Building 1000, students may access a variety of technology labs, such as the CAT-5/fiber optics lab, Cisco Systems lab, graphics/web/video labs, and video/photography labs.

Today, GCC serves its constituents in an exemplary way. This year, the College received the MagPro award as the best government agency within the Government of Guam, indicating that it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

GCC’s vitality is also exemplified by the new Agreement struck between its Board of Trustees and the GCC Faculty Union. This Agreement defines roles and functions of employees, in ways that are truly student-centered.

**Major Developments**

The first program-to-program articulation agreement between the Guam Community College and the University of Guam was signed in October 2012. The agreement allows GCC students who earned an Associate of Arts in Liberal Studies to transfer their degree entirely to the University in pursuit of a Bachelor of Arts degree in Interdisciplinary Arts and Sciences. The agreement helps support a subset of GCC students whose educational goal is to earn a Bachelors after completing their Associates degree.

In partnership with the Guam Contractor’s Association, the Guam Chamber of Commerce, and the Mayor’s Council of Guam, Guam Community College launched its first of 19 Community Access Points (CAPS) in January 2013. Residents were afforded the opportunity to develop essential job skills through the online KeyTrain program, then earn a National Career Readiness Certificate (NCRC). The NCRC helps students to succeed in their careers, and in this way, mutually benefits employers by providing skilled workers.

Following a two-year process, GCC’s Culinary Arts program earned a three-year grant of accreditation by the American Culinary Federation on August 14, 2015. Students who graduate from this program may be nationally-recognized as Certified Culinarians, which means they can start careers at higher positions. One year later, the Culinary Arts program received Recognition of Quality Culinary Education from the World Association of Chefs Societies in November 2016. To highlight, Simon Sanchez High School’s ProStart team won back-to-back national championships at the 12th and 13th Annual National ProStart Invitational Culinary Competition.

Guam Community College continues to expand and improve educational facilities to help students to achieve their educational goals. A 12,000 square-foot building, the GCC Foundation Center opened its doors to students in November 2012. The Foundation Center is dedicated to Adult Education programs, and includes the College Bookstore, a Veterans Lounge, and a café. Two years later, the College’s third Leadership in Energy and Environmental Design (LEED)-certified building reopened in December 2014. Building E is a two-story, 22,6000 square-foot building with ten classrooms, a study room, and exercise room. In September 2016, groundbreaking for the College’s fourth LEED-certified building occurred. Another two-story structure, Building 100 is planned to house the Criminal Justice program.

**Students Served**

*Postsecondary Students*

Guam Community College offers 23 associate degrees and 17 certificates, preparing students for entry-level employment in career in technical fields. GCC offers pre-collegiate math and English courses to introduce students to fundamental knowledge needed to succeed in college-level courses. Although most courses are taught on-campus, the College also delivers quality education through online courses, hybrid courses, and web-enhanced courses that allow students to work on their own time. Students may also participate in public or private apprenticeships, approved by the U.S. Department of Labor. Upon successful completion of on-site job training and educational, an apprentice earns a journey worker certificate.

*Secondary Students*

Career and Technical Education (CTE) programs are currently offered at six Guam public high schools. College faculty teach CTE courses, exposing students to various careers and equipping them with the technical skills they need to begin a career. CTE secondary programs include: Automotive, Construction Trades, Early Childhood Education, Electronics Technology, Health Careers and Secondary Science, Marketing, Tourism, and Visual Communications. In addition to high school credit, eligible students can receive a Certificate of Completion from GCC, or a Certificate of Mastery through the Work Experience Program. Along with CTE programs, students may be eligible to college credit through the Dual Credit Articulated Program of Study program. Similarly, students from partnering high schools can enroll in GCC’s Dual Enrollment Accelerated Programs of Study, which allows them to receive both high school and college credit simultaneously.

Continuing Education and Workforce Development offers the WorkKeys Assessment Program at Guam public high schools. Secondary students can earn a National Career Readiness Certificate, which shows an individual’s level of workplace skills that are critical to job success. GCC Reach for College program is another available resource for both public and private secondary schools. Reach for College offers free tutoring services, college preparing and admissions workshops, financial aid assistance workshops, student leadership professional development, career goal and assessment counseling services, and summer and winter bridge programs to eligible students.

*Other Community Members*

Guam Community College serves other community members apart from traditional secondary and postsecondary students. The College offers Adult Basic Education, the Adult High School Diploma program, English as a Second Language, and High School Equivalency testing. Additionally, Continuing Education and Workforce Development offers online certificates and courses (i.e. “Skills for the 21st Century”) and professional development courses (e.g. Procurement Basic Training and Basic Project Management) to meet the demands of the current workforce. In partnership with the Department of Public Health and Social Services Environmental Health Division, GCC offers individuals and agencies the necessary health certificate to work in food and/or drinking establishments.

**Fact Book Data**

*Postsecondary Student Enrollment Trends*

* In comparison to Fall 2007, the Fall 2016 postsecondary student population is 42% greater. The student population rose 51% between Fall 2007 (n=1810) and Fall 2013 (n=2727). Enrollment slightly decreased by 11% between Fall 2013 and Fall 2016 (n=2428).
* Enrollment jumped 21% from 1835 students in Fall 2008 to 2220 students by the following Fall semester in 2009, which is greatest increase between two consecutive Fall enrollments.
* Between Fall 2007 and 2010, a third of postsecondary students were below age 21. In recent years (Fall 2011 – 2016), the percent of students age 20 and under is, on average, 40%.
* The College has served gradually less postsecondary students above the age of 32. On average, the percentage of students 32 years or older old was 23% between Fall 2007 and 2010 while 15% between Fall 2011 and 2016.

32 years and above

Below 21 years

* The ratio of female to male students at the College has remained relatively constant from Fall 2007 to 2016, although majority of the student population continues to be female.

Males

Females

* Between Fall 2007 and Fall 2016, the percentage of part-time postsecondary students decreased from 62% (1115 of 1810 students) to 57% (1390 of 2428 students, whereas full-time students increased from 38% (695 of 1810 students) to 43% (1038 of 2428 students).

Full-time

Part-time

* The number of Veteran students attending the College has increased tremendously over the past several years. In Fall 2016, 237 veteran students receive quality education at GCC compared to 12 students five years prior in Fall 2011.

*Postsecondary Demographic Trends*

* Over the past ten years, the two largest subpopulations of students by ethnicity are Chamorro and Filipino.
* The number of Filipino students has almost doubled between Fall 2007 (n=525) and Fall 2016 (n=975) whereas the number of Chamorro students enrolled at the College has moderately increased over the past ten years.

Filipino

Chamorro

* The number of Palauan students slightly increased from Fall 2007 (n=40) to Fall 2013 (n=58), then decreased down to its original count in Fall 2007 by Fall 2016 (n=38). A similar pattern is observed among the Chuukese and White, Non-Hispanic sub-populations of students.

Palauan

White

Chuukeese

*Postsecondary Program Trends*

* Student enrollment in Associate degree programs nearly doubled between Fall 2007 and Fall 2016. All three Associate of Arts programs (Culinary Arts, Education, and Liberal Studies) increased at about the same rate year-to-year. The same is true for all but two programs in Associate of Science: (1) Enrollment in Criminal Justice jumped from 68 students in Fall 2007 to 170 students in Fall 2016, and (2) Enrollment in Medical Assisting increased from 113 students in Fall 2007 to 198 students in Fall 2016.
* The most popular Associate of Arts program was Liberal students until Fall 2013, when student enrollment is observed to decrease slightly below Associate of Arts in Education. The top two Associate of Science programs are Criminal Justice and Medical Assisting.

A.S. Criminal Justice

A.S. Medical Assisting

A.A.

A.S.

* Unlike Associate degree programs, the number of students enrolled in Certificate programs decreased from 147 students in Fall 2007 to 124 students in Fall 2016. However, the number of enrolled students rose alongside Associate degree programs until Fall 2012. Nearly one-third of Certificate students were enrolled in the Pre-Nursing program, which was archived in Fall2014.
* The number of students enrolled in the Certificate in Construction Technology has gradually increased from 5 students in Fall 2009 to 32 students in Fall 2016.

Certificate

Certificate in Construction Technology

* The Adult High School Diploma program has grown since Fall 2007 (n=55). The number of adults enrolled in this program in Fall 2016 is 163, almost three times the Fall 2007 enrollment.
* The number of students in the Journeyworker Certificate program has remained relatively constant, except for the increase observed alongside the rise in general enrollment.

Adult High School Diploma

JourneyWorker Certificate

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Development and Alumni Relations

Planning and Development

Office of the Vice President for Academic Affairs

School of Trades and Professional Services

School of Technology and Student Services

School of Career and College Readiness

Assessment, Institutional Effectiveness and Research

Admissions and Registration

Continuing Education and Workforce Development

Office of the Vice President for Finance and Administration

Business Office

Academic Technology

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**1 page**

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3. Degrees
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Policy on Institutional Degrees and Credits

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Policy on Distance Education and Correspondence Education

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Policy on Student and Public Complaints against the Institution

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Policy on Institutional Compliance with Title IV

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

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 1.A Mission**

**Introduction**

**Standard 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.

**Evidence of Meeting the Standard:**

As stated in the Guam Community College (GCC) [Board of Trustees (BOT) Policy 100](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/Policy%20100-2016.pdf)[[1]](#footnote-1), the current GCC mission statement 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, the indigenous language of Guam, 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 broad educational purposes of the College are to prepare students for entry-level employment in career and technical fields or transfer to a four-year institution of higher education. This is described in the GCC mission statement, “providing the highest quality, student-centered education and job training”.

The intended student population that GCC serves derives not only from Guam, but students from the various islands across Micronesia, which is implied by the words in the mission statement “job training for Micronesia” GCC [FactBook Vol.](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf) 11 [(SY 2016](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf)-2017[)](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf)[[2]](#footnote-2) breaks down the student population by ethnicity, revealing that 1,108 are Chamorro, and 964 are Filipino. Also, enrollment by the Micronesian population, made up of Chuukese, Kosraean, Marshallese, Palauan, Yapese and Pohnepian, is represented by 198 students out of a total of 2,410 students. More specifically, GCC strives to meet the educational needs of these diverse students, who are interested in pursuing career and technical education and training.

The mission statement broadly describes the types of degrees and credentials that GCC offers. “Career and technical workforce development” indicates that GCC trains and awards degrees and credentials to students who have completed all necessary requirements of their declared programs thus equipping them for the workforce.

GCC exhibits its commitment to student learning and achievement in the mission statement through the words, “student-centered”. The College strives to be student centered by ensuring that decisions and policies are designed with the question in mind of, “how will this have a positive effect on student success?”

**Analysis and Evaluation:**

The broad educational purpose of the College and the intended student population are described by the statements, “providing the highest quality, student-centered education and job training” and “for Micronesia”. The types of degrees and credentials and the College’s commitment to student learning and achievement are described by “Career and technical workforce development” and “student-centered”.

**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.

#### 

**Evidence of Meeting the Standard:**

The Office of Assessment, Institutional Effectiveness and Research (AIER) serves as the **central repository** for the College’s data collection and analysis efforts. With direction from the College’s leadership team, AIER is primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

Data from all departments, programs, and administrative units are uploaded to the centralized data management software called TracDat. Results are compiled and analyzed by the Committee on College Assessment (CCA) in coordination with AIER and are published in the annual [GCC Factbook](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf)[[3]](#footnote-3) and [Annual Institutional Assessment Report](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/annualinstitutionalassessmentreport13th.pdf)[[4]](#footnote-4).

The core of GCC’s mission is to “provide the highest quality, student-centered, education and job training for Micronesia.” The College uses the Initiatives and Goals of the Institutional Strategic Master Plan (ISMP) to determine how effectively it is accomplishing its mission and provides a direct path to ensure that it is meeting the educational needs of the students. The four goals are designed to have assessment outcomes that directly link to achieving high quality education and job training Link ISMP 2017 document pages of the ABSTRACT

The goals are as follows:

Goal 1 - 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.

Goal 2 - 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.

Goal 3 - 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.

Goal 4 - Visibility and engagement

Promote the Guam Community College brand to achieve regional, national, and international recognition.

Program and course SLOs are linked to the ISMP goals during the assessment process so that data gathered from assessment reports generated from TracDat provide a clear picture as to how effectively the College is accomplishing its mission. **(Link ISMP 2017 document Goal #3 Intiative #1, activity #1: pages are forthcoming pending finalization of the document by Doris Perez office)** The Committee on College Assessment (CCA) collects and reviews the assessment plans and reports. The plans and assessment reports are returned to the authors with feedback as to whether they have been approved or disapproved with recommendations.**(Provide evidence that show CCA feedback on assessment reports)**

**Analysis and Evaluation:**

Assessment plans and assessment reports are generated through TracDat and submitted to the Committee on College Assessment. The plans and reports are returned to the authors with either recommendations for improvement or an approval rating. This data is continuously used to inform college planning efforts and provide data based information to assist with key decisions to support student success.

**Standard 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.

**Evidence of Meeting the Standard**

GCC offers three (3) Associate of Arts (AA) degrees in Culinary Arts, Education, and Interdisciplinary Arts and Sciences. The College also offers twenty-three (23) Associate of Science (AS) degrees in, to name a few, Medical Assisting, Automotive Technology, Tourism & Travel Management. Twenty-six (26) Certificates are offered as well. A complete list of all programs can be seen in the current [GCC College Catalog](http://catalog.guamcc.edu/)[[5]](#footnote-5) and the [GCC Factbook Vol.10[[6]](#footnote-6)](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf) . GCC’s programs are appropriate to the intended student population and align with the College’s mission of providing strong career and workforce development for the island community.

Student learning support services, such as Academic Advising, Counseling, Accommodative Services, Tutoring, Project Aim, the Center for Student Involvement, the Learning Resource Center, the open Computer Labs, are available with student friendly operational hours to stay in line with our mission to be student centered. Each support service has its own mission reflecting the service it provides with the overall goal supporting student success. **(Provide evidence link here to the mission of each support service office)**

With the ISMP reflecting the mission of GCC, the ISMP guides planning and decision-making and ensure student learning and success. All GCC programs undergo a regular and cyclical assessment process of their learning outcomes. The mission allows the learning outcomes of our programs and services to be focused and intentional so that the assessment results can reflect what improvements are needed for retention and completion, and what is needed to provide a more conducive learning environment.**(Provide evidence link here of Use of Assessment Results)** The assessment results are used to justify planning and budget allocation so that improvement and accountability are consistent and maintained. **(Provide evidence link here of Use of Assessment Results that have a budget implication)** The key is that the College has designed the learning outcomes to reflect the desired success the College aims to accomplish through its mission.

**Analysis and Evaluation:**

All programs and student support services of Guam Community College align with the mission through the learning outcomes, and have an integrated planning process in place. With the mission serving as the foundation, the learning outcomes are written and designed so that assessment results reflect improvement towards the Institutional Strategic Master Plan.

**Standard 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.

### Evidence of Meeting the Standard:

### The College’s mission is articulated in a mission statement that is widely published in numerous GCC publications. The mission statement can be found in the annual [College Catalog](http://catalog.guamcc.edu/index.php?catoid=12)[[7]](#footnote-7), the GCC website, the 2017-18 Student Handbook[[8]](#footnote-8), the [GCC FactBook Vol. 10](http://guamcc.edu/Runtime/factbook.aspx)[[9]](#footnote-9), and the [GCC 5-Year Academic Calendar](http://www.guamcc.edu//Runtime/uploads/Files/02%20Academics/Services/Counseling/AY2016-2017%20Academic%20Calendar.signed.5.20.16.pdf)[[10]](#footnote-10).(what page?)

The mission statement is also a permanent fixture of GCC campus culture. Walking through the campus you can see the mission included in numerous advertising and informational posters and fliers. The mission is also recited at the beginning of the Fall Convocation meetings, all college-wide assemblies, Faculty, Staff, Administrative, and Board of Trustees meetings. The Chamorro Language version of the Mission Statement is also recited by the Chamorro Language speakers of the college.

[GCC Board of Trustees (BOT) Policy 100](http://guamcc.edu/Runtime/boardtrustees.aspx)[[11]](#footnote-11) mandates that the mission statement be reviewed annually and the Board of Trustees approve any changes. More specifically, the Mission Statement, and any proposals for its revision, is reviewed by the Board of Trustees every January meeting.

In the Spring of 2013, as part of the assessment and revision, the Vice President for Academic Affairs (VPAA) 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. Discussions continued among faculty, staff, students, and administrators throughout the Spring of 2013. [On March 7, 2013, in a memorandum[[12]](#footnote-12)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/extensionofmissionstatementreviewmemo2013.pdf) from Marlena Montague, Assistant Director of the AIER office to Dr. Ray Somera, it was proposed that the feedback and review period be extended to September 11, 2013 to coincide with the development of the new Institutional Strategic Master Plan (ISMP) 2014-2020. Dr. Ray Somera then announced to the college community on [March 11, 2013, in a memorandum[[13]](#footnote-13),](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/extensionofmissionstatementreviewmemo2013.pdf) that the feedback period would indeed be extended to September 11, 2013.

Discussions continued about two different proposals for new verbiage of the mission statement during [Staff/Administrator Development Day: “Investing in You” March 26, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf),[[14]](#footnote-14) [Learning Outcomes Committee Meeting (LOC) April 5, 2013[[15]](#footnote-15)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf) , [Professional Development Review Committee Meeting (PDRC) April 12, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf)[[16]](#footnote-16) , and [Committee on College Assessment Meeting (CCA) April 12, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf)[[17]](#footnote-17).

During the [Fall 2013 College Assembly](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/fall2013highlightsofcollegeassembly.pdf)[[18]](#footnote-18), on October 11, 2013, the proposed new verbiage for the Mission Statement in English and Chamorro language was presented to the college community.

On [January 10, 2014 the Board of Trustees](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/2014BOT%20Minutes/2-6-14%20GCC%20BOT%20mtg.pdf)[[19]](#footnote-19) was presented with the new Mission Statement and thus BOT Policy 100 was amended and approved.

The previous mission statement read:

### [“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.”](http://guamcc.edu/Runtime/uploads/Files/01%20President/Communications/annual%20reports/2012-13%20AnnualReportFinal.Web.pdf)

The current GCC mission statement 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.”](http://guamcc.edu/Runtime/boardtrustees.aspx)

And 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.”](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/BOTPolicy100_2014updateD-FINAL%20_ADOPTED%201.pdf)

The change in the beginning of the mission statement replacing “is to be a leader”, which is future tense, to “is a leader,” which is present tense verbiage, exhibits the College’s belief that it is already the current leader in education and job training in Micronesia, as stated in President Mary Okada’s Convocation speech in the Fall of 2014. Furthermore, the addition of “student-centered” shows the desire and commitment of the College to align all goals and planning towards student success and achievement.

Most recently, as part of the Board of Trustees Policy 100 Series review, the Mission statement (BOT Policy 100) was submitted and reviewed with no change during the [April 8, 2016 BOT meeting](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/2016%20BOT%20Minutes/5-20-16%20BOT%20mtg.signed.pdf)[[20]](#footnote-20).

**Analysis and Evaluation:**

The GCC Mission Statement is deeply embedded in the culture of the institution. It is highly visible, widely publicized in print form and on the GCC website, and is recited during all campus meetings. It is reviewed and amended every year by the Board of Trustees and any revisions to the mission requires input from all stakeholders of GCC.

# Standard 1.B: Assuring Academic Quality and

# Institutional Effectiveness

## Standard 1.B.1

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

**Evidence of Meeting the Standard:**

The College defines student outcomes as either academic or administrative and are generally referred to as Student Learning Outcomes (SLOs).

The process of dialogue about academic SLOs occurs through advisory committee meetings, department meetings, and Committee on College Assessment meetings.

Advisory committees are charged with providing ongoing feedback and input as required for any curricular revisions for either program or course SLOs to meet industry needs. **(Provide evidence link of advisory committee minutes or use AIAR volume 15 pg 22 -23 )** Advisory committee meetings are led and conducted by the Department Chair. Not all departments have advisory committees. For departments that do, recommendations given by advisory committee members are presented to faculty members in the regularly scheduled department meetings. The dialogue that provides feedback and input from the advisory committee to the department meeting ensures the academic quality of our programs and courses.

Department meetings provide the opportunity for faculty to address concerns, discuss proposed recommended revisions from the advisory committee, or to propose additional revisions towards the SLOs based on classroom observation or data. Upon agreement with the department faculty members, the recommended revisions are then integrated into the curriculum by the author(s) and submitted for review for approval by the Curriculum Review Committee (CRC) as the final step in the ongoing process of continuous improvement of student learning and achievement. **(Provide evidence link here: Maybe of department meeting minutes that resulted in SLO revision?)**

Dialogue among stakeholders is also used to continually improve student outcomes from the administrative unit side. These learning outcomes are discussed and continually developed within each unit for cyclical review and approval by the Committee on College Assessment. **(Provide evidence link here of administrative unit assessment report)**

Dialogue on student equity takes place during the annual updating of the Guam Community College Student Handbook. The Center for Student Involvement and the Associate Dean for the School of Technology & Student Services annually release the GCC Student Handbook. The GCC Student Handbook details student procedures, policies, student responsibilities, and available services. The process of updating the student handbook with additions or revisions involves substantive and collegial dialogue between the student government officers, faculty, and administrators. **(Provide evidence link here of meeting minutes or documentation of the approval process of the student handbook)**

Dialogue on institutional effectiveness happens throughout the College upon receiving approval of each department’s respective assessment reports from the Committee on College Assessment (CCA). The summary of results from the assessment reports is a data driven indicator of what actions need to be taken for continuous quality improvement. Before any action is taken, all considerations are discussed: schedule, resources, and feedback from all involved stakeholders. This is the core and heart of the dialogue for institutional effectiveness at Guam Community College. **(Provide evidence link here of Use of Assessment Results)**

**Analysis and Evaluation:**

Student outcomes, academic quality, and continuous improvement of student learning and achievement are reflected in the academic SLOs. The dialogue on academic SLOs occur during Advisory Committee meetings, department meetings, and CRC meetings. Dialogue on administrative unit SLOs takes place within the departments and is reviewed and approved by the Committee on College Assessment. Dialogue on student equity is within the oversight of the Associate Dean of Technology and Student Services who engages in dialogue with student government officers, administrators, faculty, and staff. The Committee on College Assessment charges the overall dialogue of institutional effectiveness based on the review of assessment reports generated through TracDat.

## Standard 1.B.2

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

**Evidence of Meeting the Standard:**

**Defining Student Learning Outcomes**

[Board of Trustees Policy 306](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20300%20Series/Resolution%2046-2014.Policy%20306-COMPREHENSIVE%20ASSESSMENT%20OF%20INSTRUCT.pdf)[[21]](#footnote-21) mandates that the institution undergo a regular two-year cycle of staggered assessment with four (4) groups representing Associate Degrees, Certificate Programs, Administrative and Student Services Units, and Special Programs

Defining and assessing Student Learning Outcomes (SLOs) is an ongoing task that involves input from all departments of GCC. Defining SLOs begins at the course level within an instructional department. An advisory committee, if a department has one, also provides input in defining SLOs to meet industry needs. SLO input from an advisory committee is forwarded to the department faculty for discussion. For student learning support services, defining SLOs begins with focusing on the service being provided. The desired result of the services provided is the center of attention for the SLOs of student learning support services. The SLOs of student learning support services is reviewed during the assessment process by the Committee on College Assessment.

To assist in the continuous effort of defining and assessing of SLOs, the Office of Assessment, Institutional Effectiveness and Research (AIER) publishes the [GCC SLO Handbook](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/SLO%20Handbook.pdf)[[22]](#footnote-22) (what page?) and the [GCC Assessment Handbook](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/AssessmentHandbook20142015.pdf)[[23]](#footnote-23).(what page?) In these handbooks, faculty, support staff, and administrators find guidance on creating proper student learning outcomes, how to gather data and input into TracDat, and how to link course-level SLOs to institutional goals. Scheduled training is also offered every semester by Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services, regarding writing and assessing effective SLOs for both instructional programs and student learning support services. The Assessment Handbook provides information on the Two-Year Assessment Cycle Schedule and the Assessment “Taxonomy” which organizes the College into four sections and indicates assigned assessment tasks and deadlines. Both the Assessment Handbook and the SLO Handbook are made public to the community and can be readily accessed via the GCC website.

According to the [GCC 15th Annual Institutional Assessment Report[[24]](#footnote-24)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/annualinstitutionalassessmentreport15th.pdf)  (AIAR), 100% of GCC’s 402 courses have defined SLOs. Furthermore, 100% of all courses are either in the process of assessing its SLOs or are under curriculum review.

This two-year cycle consists of four semesters, each with a specific task to execute:

1. Create course and program SLO Assessment Plan(s)
2. Gather Data
3. Compile Assessment Report based on collected data
4. Implement the use of assessment results

GCC’s AIER office work closely with two main committees involved with defining and assessing Student Learning Outcomes. These two committees are the Curriculum Review Committee (CRC) and the Committee on College Assessment (CCA). A description of these two committees can be found in the [GCC Faculty Agreement between Faculty Union and Board of Trustees](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf)[[25]](#footnote-25).(what page?)

The Curriculum Review 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 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. 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.

Maintaining the College’s one hundred percent (100%) course-level SLO completion rate in its postsecondary courses is a high priority. For assessment results to effectively guide decision making, the SLOs being assessed must be up to date and relevant to the current work force. To ensure the relevance of the SLOs, an Annual Review Cycle schedule was developed. This schedule allows for timely updates of curriculum to coincide with the assessment of the SLOs. The following charts from the [GCC 15th Annual Institutional Assessment Report (AIAR)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/annualinstitutionalassessmentreport15th.pdf)[[26]](#footnote-26) shows the annual curriculum review cycle tasks for each of the Groups A-D of the campus.

The processes that guide defining SLOs offered in Distance Education are no different from regular face to face courses. For courses offered as hybrid or fully online, the SLOs are the same as their face to face counterparts. Pilot distance education classes began being offered in AY 2015-2016,. The College is still in the process of gathering data, which will be used at the end of Groups A,C, D’s two- year assessment cycle to evaluate these courses.

Continuing Education courses can have defined SLOs if any of the College’s existing courses are run through Continuing Education. If a course being offered through Continuing Education is not an existing GCC course, the SLOs are defined in the application to teach the course. The evaluation tool to assess the course is attached in the application. The evaluation tool is then used to gather data to evaluate the course. Assessment of Continuing Education courses is done at the program level SLOs. The Committee on College Assessment reviews the assessment reports submitted by the Office of Continuing Education. **(Provide Evidence link here from Comprehensive Evident Inventory)**

#### Analysis and Evaluation:

GCC maintains a 100% commitment level for defining and assessing SLOs from instructional programs, student support services, and administrative units. Training is offered regularly on SLO writing and assessment, and all departments of the College are in a continuous two-year cycle of assessment.

## Standard 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.

#### Evidence of Meeting the Standard:

GCC’s institutional-set-standards focuses on graduation rate for college-level students, graduation rates to include pre-collegiate students, student preparedness for college, course completion, student progression, and job placement. The benchmarks for the institutional-set-standards are currently minimum target measurements. **GCC Factbook volume 11 page 32.**

The benchmark for Graduation Rate is assessed by a five-year average of full-time, new, and first-time, degree-seeking students per fall cohort year who graduated within 150% and 200% of time. The benchmark for Student Preparedness for College is assessed by a five-year average of Fall cohort students who were registered for college level Math and English. The benchmark for Course Completion is assessed on a five-year average of all Fall-enrolled students, both college level and developmental, who successfully completed a course. The benchmark for Student Progression for Developmental Math and English is assessed on a five-year average of Fall enrolled students who successfully passed their respective course(s). The Job Placement rate is assessed on programs where at least ten (10) students graduated in the designated year. **GCC Factbook volume 11 page 32-35**

The institution-set-standards was presented and discussed with the governance committees of faculty senate and staff senate. **(Meeting minutes from Comprehensive Evidence Inventory)** The institution-set-standards is published in the GCC Factbook volume 11.

#### Analysis and Evaluation:

The institutional-set-standards was developed and presented to faculty senate and staff senate. It is currently published in the GCC Factbook volume 11. The institution-set-standards assesses graduation rates, student preparedness for college, course completion, student progression, and job placement.

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## Standard 1.B.4

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

**Evidence of Meeting the Standard:**

The College has a comprehensive systematic institutional assessment process in place. GCC follows a two-year assessment cycle schedule. The cycle has four phases: Assessment Plan, Data Collection Status, Assessment Report, and Implementation Status. These four phases apply at both program and course levels, to include post-secondary, secondary, Continuing Education & Workforce Development, Apprenticeship, Student Services, and Adult Education domains. Under the Assessment Report phase, the assessment author(s) are required to “record how results will be used for improvement” The assessment process has an integrated planning procedure that assesses, supports, and improve student learning. **(15th AIAR page 93)**

The “Use of Assessment Results” is the key part of the assessment report that provides direction on what actions will take place for further improvement with student learning and achievement. If results indicate modifications in instructional methods is needed, implementation takes place within the department. **Comprehensive Evidence Inventory: sample assessment report** If the modification is substantive and requires revisions in the curriculum, it will then go through the review process of the Curriculum Review Committee. **Comprehensive Evidence Inventory: sample assessment report** If the assessment data indicates action to implement a new assessment method, the revised methods are reviewed and approved by the Committee on College Assessment upon submission of the assessment plan. **Comprehensive Evidence Inventory: sample assessment report** The acquisition of supplies and equipment may also be the course of action to be taken as indicated by the analyzed data. There is a portion in the assessment report that allows the author to indicate a budget implication. The faculty then submits a requisition to purchase the equipment and attaches the assessment report as justification to be reviewed by the Dean and undergo the procurement process. **Comprehensive Evidence Inventory: sample assessment report**

**Analysis and Evaluation:**

Based on the data analysis, the “Use of Assessment Results” indicates what actions are to be taken to improve academic instruction. Changes in instructional methods and revisions in curriculum are faculty driven and may or may not go through the curriculum review process. Changes in assessment methods will be part of the submitted assessment plan and reviewed by the Committee on College Assessment. The acquisition of supplies or equipment will go through the procurement process with the assessment results attached to the requisition as justification.

## Standard 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.

**Evidence of Meeting the Standard:**

The program review process, like our course assessment process, is on a 2 -year cycle. The assessment cycle divides the various program types. Group A is for Associate Degree programs. Group B is for Certificate programs. Group C is for Administrative & Student Services Units, and Group D are Special Programs. **AIAR volume 15 Appendix C.**  The creation of the assessment plan for the program review is the first step. Assessment plans are created and submitted by each program and is reviewed by the Committee on College Assessment. The assessment plan provides information on what student learning outcomes are to be assessed, the criteria with which it will be assessed by, and the tool that will be used to gather the data. **Comprehensive Evidence Inventory: sample program assessment plan.** Upon approval of the assessment plan, the process of gathering data begins. The collection of data is the second step in the assessment cycle for both program review and course level assessment. The third step in the assessment cycle is the recording of assessment results and how the results will be used for improvement. The last and final step is to input the status of the implementation of the actions taken for improvement. **AIAR volume 15 Appendix C** Growth in budgets requested by programs must be supported by assessment reports justifying the need for the increase in funding. To plan accordingly for this, assessment plans must reflect the SLOs to be assessed that justify the funding. **Comprehensive Evidence Inventory: sample program assessment report.**

Continuing Education falls under Group C and assesses program level student learning outcomes. **Comprehensive Evidence Inventory: sample program assessment report from CE.**

To teach a course through Continuing Education, an application must be submitted. The application consists of the course description and course student learning outcomes. Attached to the application is the tool that will be used to assess the SLOs and gather the data. One of the program level SLOs of Continuing Education assesses the courses it offers through sample analysis. **Comprehensive Evidence Inventory: sample program assessment report from CE**

Guam Community College currently does not have an instructional program that is delivered strictly online.

**Analysis and Evaluation:**

Program at GCC is on a 2 -year cycle. The assessment cycle divides the various program types. Group A: Associate Degree programs, Group B: Certificate programs, Group C: Administrative & Student Services Units, and Group D: Special Programs. Program review consists of four separate processes within the two year cycle. Creation of the assessment plan is the first step, which must go through an approval process with the Committee on College Assessment. The second step is data collection. The third step is the recording of the assessment results and actions to be taken for improvement. The last step is the status of implementation of actions for improvement.

## Standard 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.

**Evidence of Meeting the Standard:**

In the General Education Impact Follow-Up Study A Statistical Update for Academic Year 2013-2014a subpopulation of students taking developmental Math and English was identified where the data indicated gaps in student achievement. **According to the Fact Book volume 11 pg** 23 from 2007 to 2016 there has been an average of a 2.3% decline each year in enrollment for developmental English, which are EN100W, EN100B, EN100R, and EN100RW. Despite a slight decline each year in enrollment for developmental English, more than half of the postsecondary students from 2007 to 2016 were still placed in developmental English with an approximately average of 76.8% each year. From 2008-2014, the average successful completion rate of EN100B students was 17.8%, for EN100R the average successful completion rate was 27.6%, and for EN100W the average successful completion rate was 29.7%. General Education Impact Follow-Up Study A Statistical Update for Academic Year 2013-2014 pg 11,13,16.

For Math, from 2007 to 2016 there has been an average of a 0.2% decline each year in placement for developmental Math which are MA085, MA095, and MA108. Despite a slight decline each year in placement for developmental Math, an average of 96.6% of postsecondary students from 2007 to 2016 were placed in developmental Math. **Fact Book volume 11 pg** 23 From 2008-2014, the average successful completion rate of MA085 students was 54.2% and for MA095 the average successful completion rate was 54.1%. General Education Impact Follow-Up Study A Statistical Update for Academic Year 2013-2014 pg 18,21.

The strategy designed to address the performance gap of the students in developmental Math and English was the creation of the School of Career and College Success (CCS) formerly known as Career and College Readiness (CCR). In Spring 2013, Associate Dean, Dr. Karen Sablan was tasked by the Vice President of Academic Affairs to lead reorganization discussions with the department chairs for English and Math.

On July 1, 2013, Dr. Sablan forwarded a memo to the Vice President for Academic Affairs for implementation and phase-in of the department reorganization and realignment. Link Memo from Dr. Karen Sablan dated July 1, 2013 from Comprehensive Evidence Inventory.

On July 10, 2013, President signed and approved memo from the Vice President of Academic Affairs for departmental reorganization and realignment of the Math and English departments. Link Memo from VPAA dated July 10, 2013 from Comprehensive Evidence Inventory. On September 5, 2013 and September 20, 2013 meetings were held with the Math and English faculty to finalize reorganization. On December 19, 2014, the School of Career and College Readiness proposal was submitted to the Vice President for Academic Affairs by the Trades and Professional Services Associate Dean. Link CCR proposal dated December 19, 2014 from Comprehensive Evidence Inventory. One of the Associate Deans for the School of Trades and Professional Services was appointed to serve as the administrator for the school of Career and College Readiness. Link CCR Updates memo dated May 11, 2015 from Comprehensive Evidence Inventory On May 28, 2015 a memo from the Dean for the School of Technology & Student Services was submitted to the Vice President for Academic Affairs and the President listing the names of faculty volunteers to teach for the school of Career and College Readiness. Link Memo from TSS Dean dated May 28, 2015 from Comprehensive Evidence Inventory. Four faculty each from the Math and English department volunteered to teach to have 100% of their full time workload of classes be developmental education courses. Faculty in CCS now meet regularly to make sure teaching quality and pedagogy is consistent across all sections. Innovative modes of teaching are being implemented such as the “Flip Classroom” mode of delivery and “Accelerated” developmental math courses. In AY 2016-2017 GCC will continue to harvest data on these developmental classes to assess the effectiveness of CCS in improving student learning and achievement. Link any assessment reports from CCS.

#### Analysis and Evaluation:

The General Education Impact Follow-Up Study A Statistical Update for Academic Year 2013-2014 identifiedgaps in student achievement for the subpopulation of students taking developmental Math and English. The data prompted further dialogue between administrators and faculty to address the performance gap. As a result, the School of Career and College Success was developed to address the performance gap of students enrolling into developmental Math and English.

**Standard 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:**

Assessing the effectiveness of the College’s cyclical evaluation process begins with determining the level of commitment of the various academic departments, learning support services, and administrative offices. The Academic Affairs Division in AY11-12 had an 85% compliance rate in assessment. In the years following up to AY13-14 there was an approximate average of a 4.7% increase every year, until 100% compliance was reached in AY14-15. However, in AY15-16 the compliance rate fell to 74% and further fell to 50% in AY16-17. The drop in compliance resulted from the need for curriculum updates as well as department chairperson transitions. Finance and Administration Division in AY11-12 was 100% compliant and has been 100% compliant until AY15-16 when it dropped to 85%, but returned to 100% compliance in AY16-17. The Office of the President in AY11-12 was 100% compliant and has been 100% compliant until present The GCC Board of Trustees & Foundation Board in AY11-12 was 100% compliant and has been 100% compliant until present **AIAR volume 16 page 3**

The “Use of Assessment Results” defines the plan of action to take for improvement. These plans of action may be linked to resource allocation. Link any assessment report that indicates resource allocation in Use of Assessment Results “Closing the Loop” is the term GCC personnel use to refer to recommended actions for improvement based on the assessment. To determining how effective the recommendations were, authors are capable of assessing the same SLO for another cycle. Assessing the same SLO in the following assessment cycle will allow the author to determine if the course of action or acquired resource contributed to improvement. Link any assessment report that closed the loop whether the results indicated improvement or not.

Continuing Education and learning support services go through the same assessment process of gathering data as the other departments in the Academic Affairs Division. It is the two-year cycle where they must submit an assessment plan, gather data, report on assessment results and use of assessment results, and then report on the implementation status. Link a complete assessment report from CE and any student service department like Counseling or CSI .

**Analysis and Evaluation:**

At all levels of the institution, GCC engages in an ongoing, cyclical process of program review and assessment. The compliance rates of the divisions of the College is a predictor in the effectiveness of the institution’s cycle of evaluation. Closing the Loop and to assess an SLO for another consecutive cycle provides the evidence necessary to determine how effective the planning process was for improvement.

## Standard 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.

**Evidence of Meeting the Standard:**

(Add in discussion about Faculty evaluation alignment to ISMP Goals and Mission. Organizational and Academic Priorities found on website under WorkLife Tab and Travel doc for PDRC)

The College publishes an [Annual Institutional Assessment Report (AIAR)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/annualinstitutionalassessmentreport15th.pdf). The AIAR provides a summary of assessment activities at the course, program, and institutional level. . A report on the annual assessment commitment rates is also provided and data regarding Student Learning Outcomes (SLOs) assessment. Highlights of the AIAR report include program enrollment, program completions, workforce advisory committee meetings, and curriculum revision activities. **AIAR volume 16**

In addition, the Office of Assessment Institutional Effectiveness & Research (AIER) uploads the meeting minutes of the Committee on College Assessment (CCA). In the meeting minutes, information on the results of assessment activities of all departments or administrative units that were reviewed are documented. Link meeting minutes from CCA Any GCC employee who has access to TracDat has access to the meeting minutes. Since assessment is an institutional wide responsibility, every employee has access to TracDat, Employees accessing the minutes will be able to view the results of all assessment activities that have gone through the review panel of CCA.

**Analysis and Evaluation:**

### The Annual Institutional Assessment Report (AIAR) is an institutional publication that provides highlights of the assessment activities of GCC. Meeting minutes of the Committee on College Assessment are also available for GCC employees to access through TracDat. The uploaded meeting minutes provides information on assessment results that have been reviewed by Committee on College Assessment.

## Standard 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.

**Evidence of Meeting the Standard:**

There are two forms of program review at GCC. One is the program review that is based on the evidence gathering through our two-year assessment cycle through the use of TracDat. The other form of program review is a comprehensive program review that is based on the need of the institution or is conducted due to special circumstances. Step two of the assessment two-year cycle is the mechanism with which evidence is gathered for program review. The gathering of evidence is dependent on the approval of the assessment plan by the Committee on College Assessment. If the assessment plan is returned to the author recommendations and feedback are given by the committee to improve the plan with an ample turnaround time of ten working days for resubmission. How evidence is gathered depends on the assessment plan. For academic programs, the mechanism for gathering evidence tends to be through exams or projects that measure the attainment of the learning outcome. Student services usually rely on surveys to gather data and information on the quality of the service being provided. Learning outcomes from finance administrative units gather data from documentation and audit reports. The criteria is included in the assessment plan so that the reader is aware of the standards with which the data will be compared with. Link an assessment plan from academics, one from support services, and one from finance.

The results of the data analysis must first be done in order to determine how effective the evaluation process was,. Upon completion of the data analysis, the author will report the results as well as the recommendations for improvement into TracDat. This is the third step of the two-year assessment cycle. The fourth step of the cycle is to provide a status update of the implementation of the recommended actions for improvement. TracDat provides authors the opportunity to provide a follow up assessment for the same learning outcome. This allows authors to collect data on the effectiveness of the analysis and recommendations from the previous assessment cycle. This follow up assessment of the same learning outcome gives a very good picture as to whether the recommended action for improvement attained the desired results. Planning commences to begin with evidence at hand to justify any growth in budget or for the purchase of equipment and resources. Link a complete assessment report where a follow up was done to evaluation the same learning outcome in the following assessment cycle.

The follow up assessment provides the College the means to plan accordingly for the allocation of its resources, particularly the Facilities Master Plan. The data gathered through the assessment process becomes the focal point of discussion to moving projects forward to the Capital Improvement Projects, which then go into discussion with the Resource Planning Facilities (RPF) committee where representatives from faculty, staff, administrators, and students Link CIP projects presented at RPF are present and then to the College Governing Council (CGC) for recommendation to the Board of Trustees for approval. ISMP 2017 document Goal #2 Activity #1

The assessment of online and hybrid courses go through the same two-year cycle as their face to face counterparts. An assessment plan is submitted for approval by the Committee on College Assessment. Upon approval, the author proceeds to gather data using the tools and criteria approved in the plan. The results of the data analysis and recommendations for improvement is then reported. The final step is to report on the status of implementation. The assessment plan and the four column assessment report of a course or program will not distinguish that it offers sections on hybrid or online. For example, we offer an online EN110 Freshman English course. The assessment plan and assessment report will not reflect the online or hybrid sections. The rationale behind this is that the student learning outcomes are identical to its face to face counterpart. Link an EN110 assessment plan. I found one that has a start date for 10/10/2016 and an end date 3/12/2018 which means that our online course already exists and there is no segregation in the plan for the online section.

Continuing Education also goes through the same two-year assessment cycle. Continuing Education assesses at the program level. The courses that are run through Continuing Education are assessed by the learning outcomes that are provided by the instructor applying to teach. The applicant instructor also provides the tool that will be used to assess the learning outcomes. Assessing the courses that go through Continuing Education are done by sample analysis of the courses they have offered. The rationale behind the sample analysis is due to the variation of the applicants and what courses they are applying to teach through Continuing Education. Link a complete assessment report from CE

**Analysis and Evaluation:**

Step two of the two-year assessment cycle is the mechanism with which evidence is gathered for program review to assess the effectiveness of programs and services. The way with which evidence is gathered varies on the department that is doing the assessment. Academic departments, student learning services, and finance have varying tools and methods with which to gather evidence. The assessment plan provides the information on what student learning outcome is to be assessed, the tool that will be used, and the criteria that will set the standard. The effectiveness of the evaluation process can be assessed by doing a follow up assessment on the same learning outcome to ascertain if the recommended actions for improvement was successful. Online and hybrid courses and Continuing Education go through the same two-year assessment cycle as the other academic programs.

**Standard 1.C Institutional Integrity**

## Standard 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.

#### Evidence of Meeting the Standard:

The Office of Communications and Promotions holds the responsibility for ensuring the integrity of publications of the College’s programs, events, highlights, and successes of its students, which includes secondary, postsecondary, students from Continuing Education, and of its employees as well. The Office of Communications & Promotions oversees all College promotional materials, such as the use of its logo and also directs communications within the institution as well. Link Logo Use Guidelines from Jayne’s office The Assistant Director for Communications and Promotions works with administrators to ensure that publications both hard copy and electronic are accurate and contain updated information.

For example, publications from the Academic Affairs Division, the Office of the Vice President for Academic Affairs or the Deans review proposed publications to ensure integrity and that the information is accurate. For example, the newly implemented CLYMER program. CLYMER stands for Classroom Learning Yields Math & English Readiness. CLYMER allows for high school graduates to enroll directly into college level Math and/or English at GCC upon meeting all eligibility requirements. The eligibility requirements and policies for the CLYMER program were reviewed and approved by the Vice President for Academic Affairs via implementation memo from the Dean for the School of Technology & Student Services (TSS). Once the program was implemented, publications for the informational flyer, the application, and media release had to be made. The Assistant Director for the Office of Communications and Promotions worked with the TSS Dean to ensure that the eligibility requirements and policies are correct and followed what was in the signed implementation memo. The Assistant Director also ensured that the flyer, which also served as the application was presentable and attractive. Link CLYMER program implementation memo dated March 17, 2017, CLYMER application which also served as the flyer.

The Office of Communications and Promotions publishes monthly issues of “Chachalani”. Chachalani is a local term from the Chamorro language that means, “the journey” or “the path”. Chachalani serves as GCC’s electronic newsletter that highlights the monthly activities or achievements of secondary, postsecondary, as well as Continuing Education students, faculty, administrators, and staff. Link samples of Chachalani issues. Three should suffice. Student achievement is also published through media releases. The Assistant Director of Communications and Promotions authors the media releases and works with administrators for accurate and updated information. Link samples of media releases. They are also available on GCC website under Jayne’s office’s website.

The effectiveness of the Office of Communications and Promotions is determined through the two-year assessment cycle. The learning outcomes assessed focus on the dissemination of information to the middle and high school student population as well as the island community. Link assessment reports from Communications and Promotions.

**Analysis and Evaluation:**

#### The Office of Communications and Promotions ensures the integrity and quality of publications, both hard copy and electronic, disseminated by the College. The Assistant Director works with administrators to ensure that the information published is accurate and up to date. Publications include an electronics newsletter called Chachalani as well as media releases. The office of Communications and Promotions undergoes the two-year assessment cycle to evaluate its effectiveness.

## Standard 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). (ER 20) The catalog is in electronic format. The reason for this is that it is upgraded periodically.

#### Evidence of Meeting the Standard:

GCC publishes its college catalog for postsecondary students annually and is available for viewing and searching online. Provide link to Online Catalog. The catalog provides descriptions of the college‘s mission; programs of study; admission requirements and procedures; institutional policies; degrees and certificates; student support services; educational resources; financial aid services; and learning outcomes at the institutional, program, and course levels. From 2013 to 2015, the College went through a transition period to go from a printed catalog to a fully online catalog via the ACALOG system. The transition to ACALOG has allowed the curriculum review process to be integrated so that the catalog is updated in real time with accurate and updated information. All appointed reviewers such as the Registrar, Department Chairs, Deans, Curriculum Review Committee, the Vice President for Academic Affairs, and the President still remain. Papers and folders of curriculum documents to be reviewed transitioned electronically into the ACALOG system. Approvals or recommended revisions of updated curriculum are done through ACALOG.

The catalog for secondary CTE course offerings for programs of study and Continuing Education are published and printed as a hard copy. Provide link to copy of secondary catalog and Continuing Educaiton The curriculum update process for secondary courses go through the review of hard copy curriculum documents and does not go through the ACALOG system. The appointed reviewers for secondary curriculum are the same as the postsecondary which consist of the Registrar, Department Chairs, Deans, Curriculum Review Committee, the Vice President for Academic Affairs, and the President.

The College continually reviews its published and posted documents regarding policies and regulations to ensure accuracy of its content. The catalogs and schedule of classes for postsecondary, secondary, and Continuing Education are reviewed by faculty, staff, and administration. Hybrid and online courses are labeled in the schedule of classes appropriately so that students can easily recognize which sections are face to face. Link a sample schedule of classes and put the page number where EN110 online and OA101 hybrid classes are labeled. Board policies for GCC, according to Policy 110, are reviewed to maintain currency on a regular basis as deemed necessary and appropriate. Link Board policy 110

#### Analysis and Evaluation:

The College provides an online catalog through the ACALOG system for postsecondary programs and courses, locations, and policies. Updates to program and course curriculum is done electronically through ACALOG. Published schedules, documents, and policies are continually reviewed to determine if an update is needed and for accuracy. Secondary and Continuing Education courses are published in hard copy catalogs.

## Standard 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.

#### Evidence of Meeting the Standard:

GCC collects assessment data for its courses and programs at the secondary, postsecondary, and Continuing Education in its two-year cycle. The College also collects assessment data for administrative units, student learning services, Board of Trustees, and the Office of the President. Link assessment reports for Board of Trustees, President’s Office. The data and analysis is available to all college employees since all GCC employees have access to TracDat. Through TracDat, an employee is able to run a four column report for any academic or administrative unit to see the SLO assessed, the criteria and assessment tool(s) used, the data analysis, the results of the data analysis, the use of assessment results, and the status of implementation. Link any four column assessment report

The general public does not have access to our TracDat system, however, the Annual Institution Assessment Report (AIAR) highlights the College’s assessment activities which include improvements resulting from completed assessment cycles, assessment commitment rates, and SLO assessment. Link AIAR documents This document provides the integrity assurance of the mechanics in place for GCC’s assessment processes. The AIAR reports are available to college employees as well as the general public on the GCC website under “Public Reports”. Link the public reports page of MyGCC The Board of Trustees Assessment Report and the President’s Performance Appraisal are available to all college employees and the general public online at the GCC website under “Public Reports” Link the public reports page of MyGCC

#### Analysis and Evaluation:

The college collects assessment data for its academic programs, administrative units, student learning services, Board of Trustees, and the Office of the President. GCC employees are able to access assessment results for any academic program and administrative unit through TracDat. The general public has access to the AIAR reports, which highlights the College’s assessment activities through the GCC website. The general public also has access to Board of Trustees assessment report and the President’s Performance Appraisal through the GCC website.

## Standard 1.C.4

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

**Evidence of Meeting the Standard:**

The Guam Community College catalog that is available online provides clear descriptions of general requirements for degree and certificate programs. The online catalog provides accurate and p to date information on program descriptions, program student learning outcomes, general education requirements, technical requirements, and related general education and technical requirements. The curriculum review process for programs and courses which requires review and approval from the Registrar, the Department Chair, the Dean, the Curriculum Review Committee, the Vice President for Academic Affairs, and the President if it is a course or program newly adopted, ensures that descriptions of degrees and certificates are clearly described and accurate. Link curriculum manual

Guam Community College programs and courses are 100% compliant and all have student learning outcomes. Link AIAR page that shows the percentage compliance of SLO percentage To maintain this consistency, the office of Assessment Intuitional Effectiveness and Research (AIER) publishes the SLO handbook. This handbook provides invaluable information on keeping SLOs measurable and linked to institutional goals. Because of the 100% compliance with all programs and courses having approved SLOs, the catalog is able to provide the student learning outcomes along with the descriptions of the courses and programs. Link example of a course and program showing the SLOs from the online catalog.

The instructional faculty shall provide students with a complete course syllabus whether the course is face to face, online, or hybrid, as stated in the Faculty Union/BOT agreement. Link Union/BOT agreement page 70 Article XVI Section C2b and Article XVIII Section C 2b Continuing Education course instructors are mandated to provide a syllabus with the student learning outcomes as part of the application process, and must provide students with a copy. Link CE policy on syllabus requirements The syllabus is to be submitted to the Department Chairperson for review. Link Union/BOT agreement page 70 Article XVI Section C2b and Article XVIII Section C 2b The Department Chairperson ensures that the syllabi submitted are consistent and meet all requirements of the syllabus checklist, which includes the requirement of containing the student learning outcomes of the course. Link syllabus checklist and DC evaluation rubric page 162 of Union/BOT agreement section Strong 1 Instructional faculty shall ensure that course content meet and address the student learning outcomes. This is not only ensured through the Faculty Union/BOT agreement and reflected in faculty evaluations Link Union/BOT agreement pg 132 Satisfactory 8, but through the assessment process of the College as well. The Committee on College Assessment reviews the assessment plans so that the criteria, tool, and means of assessment is in line with the identified student learning outcome to be assessed. The criteria, tool, and means of assessment is a direct reflection on whether classroom instruction and student evaluation is in line with the student learning outcomes. Link any course or program assessment plan.

**Analysis and Evaluation:**

The Guam Community College catalog is available online and provides clear descriptions of general requirements for degree and certificate programs. Guam Community College programs and courses are 100% compliant and all have student learning outcomes. The instructional faculty shall provide students with a complete course syllabus whether the course is face to face, online, or hybrid. Faculty evaluations and the assessment process of the College provides guidance and assurance that classroom instruction are designed to meet the student learning outcomes.

## Standard 1.C.5

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

#### Evidence of Meeting the Standard:

On September 4, 2014, the BOT amended and adopted Policy 110, which states that the board will “develop broad institutional policies to encourage and maintain good educational practices throughout the institution.” Policy 110 requires that the BOT routinely review policies and regulations to stay current with national standards when necessary and appropriate.

There are many examples that demonstrate how policies, procedures and publications are regularly reviewed at GCC at each level. Policy 190, the travel policy, is an example of how the BOT regularly reviews institutional policies and procedures. The BOT made amendments and adopted the policy on July 24, 2014. Policy 190 was then reviewed and approved with no changes on July 15, 2016. Policy 171, Violence Prevention in the Workplace, was recently reviewed and adopted on February 3, 2017. Last review of Policy 171 was done on September 5, 2008.

In the Academic Affairs Division, all committees annually review related policies and procedures for effectiveness and integrity. For example, the call out for feedback from faculty and stakeholders towards the revision of the Curriculum Manual was made in spring 2017. The update for the Curriculum Manual was completed in fall 2017. Link new curriculum manual and state the page these are at Departments have also been charged to review and update course and program guides every 5 years to ensure relevance and meet the needs of industry Link new curriculum manual and state the page these are at Academic Affairs Division publications are reviewed and discussed during management meetings and updated as needed. Link AAD meeting minutes that show AAD publications for updates For example, the Academic Advising Handbook was updated in spring 2017 with feedback provided by the Assessment and Counseling department to reflect personnel changes and updates with the Family Educational Rights and Privacy Act (FERPA). Link Academic Advising Handbook and state the page of FERPA

The Assistant Director for the office of Communications and Promotions is responsible for the integrity of media releases, media interviews, and publications of the College’s programs and events for both academics as well as administrative. The Assistant Director works directly with faculty, staff, and administrators for accuracy and integrity of the information that is released. The Office of Communications and Promotions goes through the two-year assessment cycle where the learning outcomes are assessed for quality assurance of the information that is officially released. The assessment results are available for the campus community to view through TracDat. Link an assessment report from Communications and Promotions.

**Analysis and Evaluation:**

The Board of Trustees reviews policies and regulations to maintain currency as needed as stated by Policy 110. Publications from the Academic Affairs Division annually review related policies and procedures and acquire feedback from stakeholders for the update of appropriate documents. The integrity of media releases, media interviews, and publications of the College’s programs and events is under the charge of the Assistant Director for the office of Communications and Promotions. The Assistant Director works side by side with faculty, staff, and administrators for quality assurance and accuracy of the information.

## Standard 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.

**Evidence of Meeting the Standard:**

The total cost of education, including tuition and fees are published in the online

[College Catalog](http://catalog.guamcc.edu/). The Catalog also covers the estimated cost of attendance for the academic year which is broken down to tuition and fees, room and board, transportation, personal expenses, and books and supplies. Link this information from the online college catalog The information on costs can also be viewed in the GCC website under the “Admissions” tab. Link this information from the GCC website Other required expenses such as textbooks, and instructional materials are available for viewing in the [Bookstore](http://www.guamcc.edu/Runtime/GCCbookstore.aspx) webpage which can be found under the “Admissions” tab in the “Academic Resources” pull down menu of the GCC website. Link this information from the GCC website.

Furthermore, counselors, department chairs, and faculty advisors are able to provide details on the costs of education during academic advisement which takes place throughout the academic year. Students are also informed about tuition and fees as well as financial aid during the [New Student Orientation](http://guamcc.edu/Runtime/CSI-NSO.aspx), held in the GCC Multi-Purpose Auditorium, before the start of every semester. Link New Student Orientation agenda This orientation is for all new GCC students and all full-time students who have not attended the orientation before.

**Analysis and Evaluation:**

The College provides the necessary information on the cost of education through the College Catalog and the GCC website. Dissemination of information on the cost of education at GCC can also occur during academic advisement by faculty, both instructional and non-instructional. New Student Orientation held at the start of every semester also provides information on the cost of education at GCC.

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## Standard 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. (ER 13)

**Evidence of Meeting the Standard:**

Board Policy 460 reflects the College’s commitment to Academic Freedom for its faculty to engage in research and for the publication of the results. Board Policy 460 outlines the concept of Academic Freedom in relation to the teaching duties of faculty which includes, but is not limited to method of teaching whether it be face to face, online, or hybrid, use of methods for presentation, materials used in classroom instruction, or if the course is run through Continuing Education. Board Policy 460 protects the rights of instructional faculty to teach regardless of mode of delivery and the rights for the students to learn. Board Policy 460 can be viewed in the GCC website and is published in the online Catalog. Link Board Policy 460 Board Policy 460 is also recognized in the Faculty Union/BOT Agreement under Article IV – Faculty Rights to Academic Freedom Link Faculty Union/BOT Agreement pg 11

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#### Analysis and Evaluation:

#### Board Policy 460 entitles faculty to freedom in conducting research and in the publication of the results. Board Policy 460 protects the rights of both faculty and students to engage in the Academic Freedom of teaching and learning. Board Policy 460 also includes aspects of teaching which include but is not limited to teaching methodology, presentation techniques, and materials used.

**Standard 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.

**Evidence of Meeting The Standard:**

#### The GCC Student Handbook defines for both students and faculty what constitutes as academic dishonesty. Link Student Handbook pg 14 -15 The College considers academic integrity an integral part of a student’s educational journey. The student handbook also describes the procedure for investigating alleged instances of such dishonestly, and explains the consequences for engaging in such acts Link Student Handbook pag 30 – 32 Academic dishonesty as the handbooks states comes in a variety of forms which include but is not limited to: use of unauthorized material for assistance, plagiarism, multiple submissions, falsification of academic records, facilitating academic dishonesty, or engaging in act to gain an unfair advantage. Link Student Handbook pg 14-15 Engaging in an act that is considered to be a form of academic dishonesty will be formally filed by an incident report in which a hearing will be arranged with the Associate Dean of Technology & Student Services to determine the facts and collect any available documentation for evidence for or against the allegations from both parties. Depending on the findings of the hearing, penalties, if applicable will be enforced. Link student handbook pg 29 - 32

#### The student handbook is announced and explained during the New Student Orientation. Link New Student Orientation agenda. The students are informed on how to view or retrieve an electronic copy. The students are made aware of the contents of the student handbook and are encouraged to read the handbook for more detailed information. The GCC counselors who serve as student advocates, particularly for grade appeal procedures Link student handbook pg 12 also provide guidance and advisement regarding the contents of the handbook. Link student handbook pg 16

#### GCC student identification badges which contain a photo are provided. Photo identification badges are given to college employees as well. Students are encouraged to wear their student id badges while on campus or have it readily on hand if requested. Faculty are able to conduct student verifications with the identification badges.

All policies contained within the GCC Student Handbook are approved by the Board of Trustees. The Associate Dean for the School of Technology & Student Services leads the review and updating of the student handbook on an annual basis. Feedback and input is sought throughout the college community. Any substantive additions or revisions are reviewed by administration and recommended to the Board of Trustees for approval to implement. The GCC Student Handbook is available to the public via the GCC website under the Student Services tab. Link GCC website page for the student handbook.

#### Analysis and Evaluation

The GCC student handbook contains information on what constitutes as academic dishonesty. The handbook provides information on enforcement of the policies regarding academic honesty and the possible penalties if a violation is found to have occurred. Counselors serve as student advocates and provide assistance and guidance regarding the student handbook. Policies in the student handbook are approved by the Board of Trustees and is updated annually, led by the Associate Dean of Technology and Student Services. The student handbook is announced and discussed at New Student Orientation and is available to view or retrieve from the GCC website.

## Standard 1.C.9

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

**Evidence of meeting the Standard:**

Board of Trustees Policy 460 – Faculty Rights to Academic Freedom is communicated to the faculty that it is recognized in the Faculty Union/BOT agreement. Link Union/BOT agreement page 11 The faculty are also informed that the General Board Policies are available online in the GCC website and where in the website they may be viewed. The Faculty Union/BOT agreement recognizes and understands that Policy 460 acknowledges the support for faculty to pursue knowledge and truth through research and to make public the results. The Faculty Union/BOT agreement recognizes in Policy 460 that information that is presented should be accurate, conducted for the common good, and does not further the interest of the individual faculty or the College. The presentation of information is done appropriately with restraint being properly exercised. A report of a possible violation of Policy 460 may result in an ethical complaint to be filed. The Faculty Senate has procedures in place to conduct investigations of alleged ethical misconducts with approved courses of action to take should a violation be found. Link Faculty Senate ethical complaint procedures.

In the faculty evaluation, there are portions that address formal research and the presentation of the results. It is under “Professional Development/Scholarly Activity/Creative Endeavors”. For example, one of the evaluated items states, “Completes formal research project in accordance with institutional guidelines.” Following this criteria, it states, “Presents at a regional, national, or international conference.” Link Union/BOT agreement pg 146 #8 under Stellar and #8 under Exceptional Having this available in the evaluation process allows faculty the opportunity to present evaluators evidence of the research and the presentation.

#### Analysis and Evaluation:

It is communicated to faculty that the Board of Trustees Policy 460 – Faculty Rights to Academic Freedom is recognized in the Faculty Union/BOT agreement. Through Policy 460, GCC supports faculty endeavors to pursue the truth and to present their findings. The information must be presented fairly and objectively without furthering the interest of the individual faculty or the College. Faculty evaluations provide the opportunity for evidence of the research and the presentation to be reviewed.

## Standard 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 worldviews, give clear prior notice of such policies, including statements in the catalog and / or appropriate faculty and student handbooks.

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#### Evidence of Meeting the Standard:

Our mission and focus is to “provide the highest quality student centered education and job training for Micronesia”. Board Policy 470-Code of Ethics was adopted to hold the College’s employees accountable with maintaining credibility and respect for the College as we develop relationships with the island community in both the government and private sector. GCC employees are informed that the General Board Policies are linked in the GCC website. Link Board Policy 470 The [GCC Student Handbook](http://www.guamcc.edu/Runtime/uploads/Files/Student%20Handbook%20AY16-17.pdf) provides the Student Conduct Policies. The focus of the student conduct policies is to ensure students contribute to achieving a healthy environment to foster growth and learning. The student handbook is presented and discussed at New Student Orientation. Students are also informed that the student handbook can be found in the GCC website. Counselors provide guidance for our students if any assistance is needed regarding the student handbook. Link GCC Student Handbook.

#### Analysis and Evaluation:

Board Policy 470 – Code of Ethics was adopted for staff, administrators, and faculty. The GCC Student Handbook provides the codes of conduct for students. Board Policy 470 and the GCC Student Handbook can be found in the GCC website. The student handbook is also announced and discussed at New Student Orientation.

## Standard 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.

### Evidence of Meeting the Standard:

Guam Community College does not currently offer classes outside the island of Guam. The distance education of hybrid and online courses recently completed its pilot phase that began in fall 2015. Link distance education pilot memo from February 2015 The College currently does not offer its distance education courses outside the island of Guam.

**Analysis and Evaluation:**

Guam Community College does not provide any course offerings outside of Guam. Distance Education of online and hybrid courses are still currently only offered to students on Guam.

## Standard 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. (ER 21)

#### Evidence of Meeting the Standard:

Guam Community College prioritizes compliance with ACCJC standards and policies with the utmost importance. The College has addressed all four major recommendations from the 2012 visit. To address Team Recommendation 1, the Office of Continuing Education and Workforce Development (CEWD) has implemented an assessment process to assess and evaluate workshops and training sessions through the use of surveys in which the results are documented in the assessment report. This assessment process is currently ongoing and will continue to take place as part of CEWD’s assessment cycle. Link 2015 midterm Report to ACCJC

The College piloted three distance education courses in fall 2015 to address Team Recommendation 2. Link distance education pilot memo from February 2015 Online and course offerings have marginally increased since then as more faculty have undergone training to receive certification to teach online. Link online course offerings from fall 2015 to present The College is continuing to assess the feasibility and need for its distance education courses. We currently have two year of data to analyze to determine the direction with which to move forward with distance education.

A total of $1.39 million in funding was allocated to MIS to support costs for maintenance and upgrades to support the College’s technology needs. The process of upgrading hardware is ongoing and the transition to Windows 10 has begun. Wi-Fi hot spots are more readily available and reliable throughout the campus.

On May 5, 2012, GCC’s Staff Senate was created to serve as the formal governance structure for staff employees. Link Staff Senate memo from VPAA With the creation and addition of the Staff Senate, the College now has complete representation when engaging in dialogue regarding crucial intuitional-wide decisions that affect all college constituents. The College Governing Council, the Resource, Planning, and Facilities Committee, and the College Technology Committee now have representatives from faculty, administration, students, and now staff.

The 2015 GCC Midterm Report to ACCJC was announced to the college community and is available to view or download by GCC employees and the general public from the GCC website under Public Reports. The 2015 Midterm Report provides information on the recommendations that were given during the 2012 visit, and details what the College has done to address the recommendations. Link Public Reports page on GCC website

#### Analysis and Evaluation:

All four major recommendations from the 2012 have been addressed. The 2015 GCC Midterm Report provides information on how the recommendations were addressed. The 2015 GCC Midterm Report was announced to the college community and made available to the general public on the GCC website.

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**Standard 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.

#### Evidence of Meeting the Standard:

The advisory committees of the GCC programs is an integral part of our success. Department chairs request for participation from employees of companies in the field of study who can provide feedback and input on industry standards, skills and training they will be looking for from graduates, and recommendations on revisions on curriculum. The department then makes the recommendation to the college President for appointment with final approval from the Board of Trustees. Link Board Policy 335 Substantive revisions on curriculum both at the course and program level require advisory committee feedback. Link curriculum document with advisory committee feedback Advisory committee meetings has allowed the Guam Community College programs to develop a strong partnership with the business community. GCC programs have grown and improved as a result of the input and feedback from advisory committee meetings. Link advisory committee meeting minutes from any program and if possible, link a list of companies who participate in advisory committee meetings.

From the administration side, the President and her management team continue to collaborate with local entities such as Guam Telephone Authority, Docomo Pacific, Guam Contractor’s Association, and the Guam Hotel and Restaurant Association. Management also works closely with government agencies like the Guam Department of Education, Guam Power Authority, village mayors, the Department of Labor, Public Health and Social Services, and the Guam Legislature to further advance the mission of the College. The College continues to work closely with USDOE through programs such as the GCC chapter of Project AIM, Adult Basic Education, Pell grant, and the federal college work study program. Compliance for federal programs have been met and all reporting requirements have been done in a timely manner. Use of the federal funds is properly maintained and appropriate as indicated by GCC’s clean audit status. Link project AIM report to USDOE and link clean audit report.

The GCC website contains the General Board Policies and contains all reports regarding the College’s accreditation status such as the Midterm Report, the Institutional Self Evaluation Report, and the ACCJC Accreditation Report. Link GCC Public Reports page The office of Communications and Promotions provides media releases and disseminates information on highlights and updates on the GCC programs, its students, employees, and most especially on the College’s accreditation status.

#### Analysis and Evaluation:

Advisory committee meetings provide a solid foundation for the symbiotic relationship between the industry community and the Guam Community College. GCC management works closely with government agencies and local entities to accomplish the College’s mission. The College continues to run federally funded programs for the benefit of our students and maintains good standing with reporting requirements and use of the federal funds.

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**Standard 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.

#### Evidence of Meeting the Standard:

The mission statement of Guam Community College makes it clear that our purpose and goal is to help our students succeed by providing the best education and job training possible so they may succeed upon entering the work force. To evaluate if the institution is actually accomplishing this, GCC developed the Institutional Strategic Master Plan (ISMP) where in which Goal 1 is focused on “Retention and Completion”, Goal 2 seeks to provide our students with a “Conducive Learning Environment”, Goal 3 is the institution’s constant effort to improve and hold itself accountable, and Goal 4 has the College seeking to promote its programs and services in the regional, national, and international scene. Link ISMP 2017 document ABSTRACT The employees primarily responsible for delivering the education and job training are the faculty, both instructional and non-instructional. The administration and faculty both recognize this, and thus the faculty evaluation rubric was derived and developed to reflect all four of the ISMP goals. Link faculty evaluation rubric from the latest Union/BOT agreement.

All divisions at Guam Community go through the institution’s two-year assessment cycle. The learning outcomes of every department or office are designed to support the ISMP goals, which reflect student success. The two-year assessment cycle provides the data and evidence academic programs, divisions, and student services needs to continually improve the quality of education at GCC. Link any assessment complete assessment report, one from academics affairs and one from business and finance with an implementation status for improvement

The program review process allows the College to determine if program and course offerings are providing the best instruction and training possible. If a program review report finds that there is a need for revision, additions, or even a reduction in force, the College will implement the best decision possible for the benefit of the quality of education for our students. For example, a comprehensive program review was conducted for the Cosmetology program in 2016. The report recommended that the Cosmetology program go through a complete overhaul in both curriculum and facilities. The curriculum revisions were made and completed in spring 2017 to remain compliant with industry certifications. Link Cosmetology curriculum revisions The facility renovations for Cosmetology are scheduled to begin in fall 2018. The priority of the institution is to ensure that students who go through the Cosmetology program receive the best possible instruction and hands-on training in a facility that provides the proper equipment to maximize the attainment of skills and knowledge. Link Cosmetology program review report.

#### Analysis and Evaluation:

The Institutional Strategic Master Plan (ISMP) goals were developed to reflect GCC’s mission of providing the best quality instruction and training to ensure student success. The evaluation rubrics of faculty were created and based on the ISMP goals because faculty are primarily responsible for delivering the education and job training to our students. The two-year assessment cycles allows all divisions of the College to collect data for continued improvement. The program review process provides quality assurance for GCC’s program and course offerings.

Directory of Evidence

**STANDARD 1**

**E-1 GCC BOT Policy 100 - Mission Statement**

**E-2 GCC Factbook Vol. 10 (2015-2016)**

**E-3 GCC ISMP 2014-2020**

**E-4 15th Annual Institutional Assessment Report (AIAR) AY2014-2015**

**E-5 GCC 2014-2015 Assessment Handbook**

**E-6 GCC 2014-2015 Annual Report**

**E-7 GCC Website Mission Homepage**

**(http://www.guamcc.edu/Runtime/missionstmt.aspx)**

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

**E-9 GCC BOT Policy 306**

**E-10 GCC College Catalog 2016-2017**

**E-11 GCC Student Handbook 2016-2017**

**E-12 GCC Distance Education Policy 340**

**E-13 GCC 2012-2013 Annual Report**

**E-14 Graduate Employment Report for Class of 2014**

**E-15 GCC President State of the College Address, Fall 2014**

**E-16 Participatory Governance Structure Handbook 2014-2015**

**E-17 Annual Curriculum Review Cycle Schedule**

**E-18** [**http://catalog.guamcc.edu/content.php?catoid=12&navoid=1476**http://catalog.guamcc.edu/content.php?catoid=12&navoid=1476](http://catalog.guamcc.edu/content.php?catoid=12&navoid=1476)

**E-19** [**http://catalog.guamcc.edu/content.php?catoid=4&navoid=748**http://catalog.guamcc.edu/content.php?catoid=4&navoid=748](http://catalog.guamcc.edu/content.php?catoid=4&navoid=748)

**E-20 BOT Policy 500 - Student Handbook Policies**

**E-21** [**http://www.guamcc.edu/Pages/Default.aspx**http://www.guamcc.edu/Pages/Default.aspx](http://www.guamcc.edu/Pages/Default.aspx)

**E-22 BOT Policy 470 - Guam Community College Code of Ethics**

**E-23 BOT Meeting Minutes 4/8/2016**

**E-24** [**http://www.guamcc.edu/Runtime/CSI-NSO.aspx**http://www.guamcc.edu/Runtime/CSI-NSO.aspx](http://www.guamcc.edu/Runtime/CSI-NSO.aspx)

**E-25** [**http://www.guamcc.edu/Runtime/GCCbookstore.aspx**http://www.guamcc.edu/Runtime/GCCbookstore.aspx](http://www.guamcc.edu/Runtime/GCCbookstore.aspx)

**E-26 Five Year Distance Education Strategic Plan 2015-2020**

**E-27 GCC SLO Handbook 2014-2015**

**E-28 GCC Comprehensive Institutional Assessment Plan**

DISTANCE ED

(Previously from 1.A.1)

Courses offered in Distance Education/Continuing (DE/CE) format are available to all types of students at the college. However, GCC recognizes that traditional class schedules and classrooms may not fit the needs and schedules of its nontraditional students. Many of the GCC student population are working full time and have started a family. Many are older than students who come directly from high school and are seeking retraining or certification. Thus, the creation of distance education courses have these nontraditional students in mind. The following is an excerpt from the GCC Distance Education Policy 340. “DE can be a convenient, flexible, and effective means of providing education. Nearly half of all the college students in the country are of the age group once thought of as nontraditional. They are working adults or adults seeking first educational credentials or retraining. Many working adults with multiple demands on their time find DE to meet their needs better than campus-based education…”

(About Planning, move from Section 1.A.2 to somewhere else)

As the following flowchart shows, college-wide planning makes it possible for the college to measure its progress toward achieving the Initiatives of the ISMP, which in turn achieves the goals of the mission.

**GCC Mission**

↓

ISMP Goals

**↓**

ISMP Initiatives

**↑**

Learning Outcomes Committee / General Ed. Committee

↑

Unit-Level Planning(via Program Review Assessment)

↑

Program-Level Planning(via PSLO assessment)

↑

Course-Level Planning(via CSLO assessment)

(previously from section 1.A)

GCC has developed and published a five-year **Distance Education Strategic Plan** (DESP) to guide the institution’s distance education efforts.[[27]](#footnote-27) This plan was created with input from all stakeholders, including but not limited to, Academic Affairs, Academic Technology, Student Support Services, Assessment and Reporting, Finance and Marketing departments. As stated in the 2015-2020 DESP, “DE at Guam Community College will support the four (4) key institutional Goals”(see Section 1.A.2) and will “align with institutional direction”[[28]](#footnote-28) Within the pages of the DESP, the distance education goals are clearly written in alignment with the four (4) institutional goals found in the ISMP.

**(previously from section 1.A.4)**

In the area of distance education, for example, the college recognizes that “DE can be a convenient, flexible, and effective means of providing education. Nearly half of all the college students in the country are of the age group once thought of as nontraditional. They are working adults or adults seeking first educational credentials or retraining. Many working adults with multiple demands on their time find DE to meet their needs better than campus-based education…”[[29]](#footnote-29) This part of Policy 340 clearly shows the College’s

**QUALITY FOCUS ESSAY (QFE)** **2-3 pages**

**APPENDICES**

**List of acronyms**

**Evidence Directory**

Standard I

Standard II

Standard III

Standard IV

1. [Board of Trustees (BOT) Policy 100](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/Policy%20100-2016.pdf) [↑](#footnote-ref-1)
2. GCC [**FactBook** Vol. 10 (SY 2016](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf)-2017[)](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/Services/AIER/Fact%20Books/FactBook%20Final.pdf), p. [↑](#footnote-ref-2)
3. GCC Factbook [↑](#footnote-ref-3)
4. Annual Institutional Assessment Report [↑](#footnote-ref-4)
5. [GCC College Catalog](http://catalog.guamcc.edu/) [↑](#footnote-ref-5)
6. GCC Factbook Vol.10 [↑](#footnote-ref-6)
7. [College Catalog](http://catalog.guamcc.edu/index.php?catoid=12) [↑](#footnote-ref-7)
8. [the 2016-2017 Student Handbook](https://www.ccisd.net/parents/student_handbook) [↑](#footnote-ref-8)
9. [GCC FactBook Vol. 10](http://guamcc.edu/Runtime/factbook.aspx) [↑](#footnote-ref-9)
10. [GCC 5-Year Academic Calendar](http://www.guamcc.edu//Runtime/uploads/Files/02%20Academics/Services/Counseling/AY2016-2017%20Academic%20Calendar.signed.5.20.16.pdf) [↑](#footnote-ref-10)
11. [GCC Board of Trustees (BOT) Policy 100](http://guamcc.edu/Runtime/boardtrustees.aspx) [↑](#footnote-ref-11)
12. On March 7, 2013, in a memorandum [↑](#footnote-ref-12)
13. March 11, 2013, in a memorandum [↑](#footnote-ref-13)
14. [Staff/Administrator Development Day: “Investing in You” March 26, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf) [↑](#footnote-ref-14)
15. Learning Outcomes Committee Meeting (LOC) April 5, 2013 [↑](#footnote-ref-15)
16. [Professional Development Review Committee Meeting (PDRC) April 12, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf) [↑](#footnote-ref-16)
17. [Committee on College Assessment Meeting (CCA) April 12, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2013missionandismpfeedback.pdf) [↑](#footnote-ref-17)
18. [Fall 2013 College Assembly](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/fall2013highlightsofcollegeassembly.pdf) [↑](#footnote-ref-18)
19. [January 10, 2014 the Board of Trustees](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/2014BOT%20Minutes/2-6-14%20GCC%20BOT%20mtg.pdf) [↑](#footnote-ref-19)
20. [April 8, 2016 BOT meeting](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/2016%20BOT%20Minutes/5-20-16%20BOT%20mtg.signed.pdf) [↑](#footnote-ref-20)
21. [Board of Trustees Policy 306](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20300%20Series/Resolution%2046-2014.Policy%20306-COMPREHENSIVE%20ASSESSMENT%20OF%20INSTRUCT.pdf) [↑](#footnote-ref-21)
22. [GCC SLO Handbook](http://www.guamcc.edu/Runtime/uploads/Files/02%20Academics/SLO%20Handbook.pdf) [↑](#footnote-ref-22)
23. [GCC Assessment Handbook](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/AssessmentHandbook20142015.pdf) [↑](#footnote-ref-23)
24. GCC 15th Annual Institutional Assessment Report Table 2 pg. 6 [↑](#footnote-ref-24)
25. [GCC Faculty Agreement between Faculty Union and Board of Trustees](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botlocal6476AFTfacultyagreement.pdf) [↑](#footnote-ref-25)
26. [GCC 15th Annual Institutional Assessment Report (AIAR)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/annualinstitutionalassessmentreport15th.pdf) Appendix D [↑](#footnote-ref-26)
27. Five Year Distance Education Strategic Plan 2015-2020 [↑](#footnote-ref-27)
28. Five Year Distance Education Strategic Plan 2015-2020, p. 2 [↑](#footnote-ref-28)
29. GCC Distance Education Policy 340

    (from old 1.A.3)

    Furthermore, as part of ongoing curriculum review, all units assess whether programs and services support the Initiatives and Goals of the ISMP.

    The first two Goals of the ISMP are 1) Retention and Completion and 2) Conducive Learning Environment. It is, in fact, via these Goals, that the Mission informs review and assessment of whether the College is successful in meeting its institution-set standards for student learning and achievement. (See Standard 1.B)

    Through a facilitated process of guided discussions with faculty, staff, and administrators at the College, the current [2014-2020 ISMP](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20142020.pdf) was developed to serve as the guide to action, with the mission statement serving as the foundation on which the ISMP was developed.

    Approved by the Board of Trustees on\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the ISMP identifies four Goal initiatives: Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement. It is a strategic plan intended to illustrate long-term goals and initiatives enabling the College to realize its vision.

    This vision prescribes ongoing strategic goal **initiatives** designed to address the following:

    1. Incorporate the student-centered learning model into the curriculum and the classroom. (Retention and Completion)
    2. Strengthen the professional development support for faculty to effectively implement the student-centered teaching method. (Retention and Completion)
    3. Enhance and monitor the College’s facilities master plan to keep pace with institutional growth and educational projections and priorities. (Conducive Learning Environment)
    4. Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance. (Conducive Learning Environment)
    5. Update the College’s existing institutional financial/resource allocation master plan to align with the new Institutional Strategic Master Plan vision, mission, and goals. (Improvement and Accountability)
    6. Utilize the institution’s assessment system and program review to evaluate the effectiveness of the College’s resource allocation process (Improvement and Accountability)
    7. Market and highlight the GCC brand. (Visibility and Engagement)
    8. Promote internationalizing our campus. (Visibility and Engagement)

    This master plan lays out the College’s strategic initiatives and proposes strong commitment in three areas: students, community, and employers. These areas are to be provided with practical job skills, academic know-how involving advanced technology, opportunities to pursue advanced education, and soft skills that are ethnically and culturally based. The ISMP proposes a workforce development plan that is intended to be a dynamic plan that guides the coordination of all career and technical training programs currently funded by local and federal resources.

    The College’s strategic planning process demonstrates how central the mission statement is to the choices and decisions of the College. First and foremost is the delivery of quality career and technical education services as well as basic educational services to its students. Second is the College’s assistance to the local business community by providing a steady pool of skilled employees as well as providing additional training services to employers. Third is the College’s role in the community as a leader in workforce development. In addition to the ISMP, all department and unit plans are expected to reflect the College’s mission statement.

    In its broadest sense, the Institutional Strategic Master Plan (ISMP) addresses three overriding issues:

    1. The need to refocus the College’s efforts so that it clearly meets career and technical needs as well as the basic educational requirements of the local workforce;
    2. The need to implement the new and more rigorous accreditation requirements of WASC so that the effectiveness of the institution as well as its resource allocations can be directly linked to student learning outcomes;
    3. The need to improve ongoing planning and evaluation processes so that the College can better evaluate its progress in attaining its vision.

    The ISMP has also helped to establish a timeline for Continuing Education to develop a program to offer training services tailored to specific needs of employers, helping to fulfill a commitment to the community to offer leadership in the development of local workforce skills(Midterm Report). These are to be accomplished in three ways. First, the development of an island-wide career and technical training needs assessment has been identified as a component of the Plan. Second, the ISMP calls for the College’s involvement in facilitating the creation of an island-wide workforce development plan based upon the findings of the needs assessment. Partnerships with private training contractors will be established with the goal of facilitating the transfer of sustainable technologies to offer training to the community well after the coming buildup is completed and contractors leave the island. Finally, the ISMP provides guidance on how the College will reach out to the community, offering student enrichment services and better informing students and employers of the opportunities and services available at the College.

    (From Standard 1.B.9)

    The institution engages in continuous, broad based, systematic evaluation by linking the annual curriculum review cycle and the two year assessment cycle. every two years, using the Assessment, Plan, where every course, program, unit, and department are assessed based on appropriated student learning outcomes.

    The mechanisms that the institution uses to gather evidence about the effectiveness of programs and services are assessment-related activities, annual reports on graduation and retention rates, certificate and degree completion, and curriculum reviews. The AIAR is an annual publication that summarizes these mechanisms done within an academic year. The institution ensures alignment of program goals and objectives with the Institutional Strategic Master Plan (ISMP) and is assessed by the Committee on College Assessment (CCA).

    The institution engages in continuous planning based on the ISMP, which is updated every 5 years. 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 decision making and college-wide improvements. The College also establishes a comprehensive planning cycle to ensure the level of planning is meeting the standards. In 2015, there were an additional

    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.

    The Committee on College Assessment (CCA) was created to do the following: assess program quality, productivity, need and demand; improve the quality of academic offering and vocational training; ensure wise allocations of resources; determine the program’s effectiveness; and to implement program improvement strategies. Every course, program, department and unit in the institution has clear student learning outcomes. CCA regularly reviews and evaluates these SLOS based on the assessment data stored on TracDat. After CCA evaluates the effectiveness of programs and services, they send their evaluation to be reviewed by the AIER office with the AVP, which forwarded to BOT for final acceptance. Every academic year, AIER publishes an Annual Institutional Assessment Report (AIAR) See Figure in Standard 1.B.7 (3DP process)

    Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

    CCA, LOC, and AIER, and the AVP use the findings published in the AIAR to update the assessment two year cycle. “AIAR provide a roadmap of opportunities for effective practices that have the greatest impact on student learning and success. GCC continues to demonstrate accountability by implementing improvements, based on the AIAR assessment findings, at all levels of the college.” [↑](#footnote-ref-29)