**GUAM COMMUNITY COLLEGE**

**MIDTERM REPORT**

***Submitted by:***

**GUAM COMMUNITY COLLEGE**

**SESAME STREET**

**MANGILAO, GUAM 96913**

***Submitted to:***

***Accrediting Commission for Community and Junior Colleges***

***Western Association of Schools and Colleges***

**Date Submitted:**

**March 2015**

**NOTE: This document is a working draft!!!**

**MIDTERM REPORT CERTIFICATION**

To: Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

From: Dr. Mary A.Y. Okada

 Guam Community College

 Sesame Street

 Mangilao, Guam 96913

We certify that there was broad participation by the campus community in the development of

the report and we believe the report accurately reflects the nature and substance of this

institution.

Signatures:

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 Deborah C. Belanger Date

 Chairperson, Board of Trustees

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 Mary A.Y. Okada, Ed.D Date

 President/Chief Executive Officer

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 R. Ray D. Somera, Ph.D Date

 Vice President for Academic Affairs/

Accreditation Liaison Officer

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Anthony Roberto Date

President, Faculty Senate

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Antonia Chamberlain Date

President, Staff Senate

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President, Council on Postsecondary Students Association

**Guam Community College**

**Midterm Report March 2015**

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**Statement of Report Preparation**

This midterm report addresses all the visiting Team’s recommendations from the March 2012 Accreditation Site Visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report (ISER).

The Accreditation Standard Committees, a committee under GCC’s Faculty Senate along with the Accreditation Liaison Officer (ALO) and the office of Assessment Institutional Effectiveness and Research (AIER) staff, were extensively involved in the development of the report. In addition, many faculty, staff, and administrators contributed to the report preparation by providing meaningful input and data needed to develop the report.

The report development preparation began in fall 2012 soon after the accreditation team’s departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (standards 1, 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process, and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Mid-Term Report Strategic Plan was created to specify action steps on the report building process i.e., person(s) responsible for the specific action or task and the time frame the action/task must be completed.[[1]](#footnote-1) The strategic plan included due dates of report drafts, comment periods on the draft report, Board of Trustees (BOT) approval of the report, and the established date of the report submission to ACCJC.

The midterm report was finalized in the fall 2014 semester and was sent to the BOT for their final review and approval in December \_\_, 2014. The report was transmitted to ACCJC on January 2015.

Dr. Mary A.Y. Okada, President

Guam Community College

# Response to Team Recommendations

**Team Recommendation 1: In order to improve, the team recommends that the College develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness, in alignment with the assessment process that is in place for credit courses. (II.A.2)**

The College has integrated a process for systemically evaluating non-credit courses, workshops and training sessions for effectiveness in the College’s assessment system. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation process that was approved by the Academic Vice President. The plan was designed as part of the assessment process of the CE&WD office where data is provided and can be extracted on their spring 2013 report. On November 2013, a follow up memo[[2]](#footnote-2) was sent to all departments advising that continuing education units (CEUs) or non-credit courses initiated by departments must be assessed similar to credit courses of assessing student learning outcomes (SLOs). The assessment and evaluation of workshops and training sessions are done through surveys and the results are reflected in the respective department’s assessment report. The process of uploading survey results onto the department’s assessment report aligns with the institutional assessment system***.***

Courses for credit that are not part of a program are processed through the Office of Continuing Education and Workforce Development. There is a separate, but similar course guide template for these courses[[3]](#footnote-3). Approval of the LOC is not needed for non-credited courses run only through Continuing Education. A syllabus is required with specific student learning outcomes for non-credited courses. For other courses, workshops and training programs, such as those for continuing education units, CEU course guides are required and these offerings are still processed through Continuing Education, with the academic vice president providing the final review and approval. When the final versions of the CEU and noncredit curriculum documents have been approved, the course is added to the CE&WD catalog and may be scheduled. A copy of the official curriculum document is kept on file in the Academic Vice President’s office. CE&WD and AIER are currently reviewing the CE&WD catalog of approved CEU and noncredit curriculum documents to determine compliance with categories, curriculum updates, and improvements required. A copy of the official CEU and noncredit course curriculum document is kept on file in the Academic Vice President’s office, CE&WD, and the respective program and/or department offering the course or training.

Evaluation of courses, workshops, and training programs are conducted when the course or program is near completion. This feedback assists the faculty and departments in making improvements for future offerings. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation of non-credit courses, workshops, and training sessions. The plan was approved by the Academic Vice-President that same month. [[4]](#footnote-4) The plan was incorporated as part of the assessment of the CE & WD office. Their assessment report for spring 2013 provided data on the plan.[[5]](#footnote-5)

In October 2013, a memo was sent to all departments that the CEU or non-credit courses initiated by departments must be assessed by the initiating department through their Group D department courses assessment unit.[[6]](#footnote-6) Similar to credit courses, effective spring 2014, the departments would select the Student Learning Outcomes (SLOs) to be assessed and input the results into TracDat.

As of March 2014, the monitoring of assessment of CEU and non-credit courses, trainings, workshops, and other events offered through CEDWD is incorporated into the regular operations and cycle of assessment. The assessment of noncredit courses, workshops and training sessions are done through evaluation surveys. The evidence that this process is being incorporated into the regular operations of the CE&WD is reflected in the department’s assessment report. The process of uploading survey results onto the department’s assessment report aligns with the institutional assessment system as a result of a concerted effort between CE&WD and the AIER Office. Evidence on this process will continue to be strengthened and increase as CE&WD works with stakeholders to establish a routine process of assessment for CEU and noncredit courses, training, workshops and other events offered through the various departments. The 14th Annual Institutional Assessment Report is promised to contain the summary of the assessment work completed for 2013-2014.

**Status:**Ongoing

**Team Recommendation 2: In order to improve, the team recommends that the College develop a plan for distance education, including continuing education offered through distance education, and implement appropriate support services and procedures to deliver instruction online. (I.A.1, I.B.4, I.B.5, I.B.6, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II, B.3.a, II.C.1.c, IIIC.)**

GCC’s distance education program offering began on a modest scale. Funded by a CTE grant,the College’s initial form of a distance education program began in academic year 2009-2010 and was limited in its offerings. In AY09-10, a subcommittee of the Learning Outcomes Committee developed a Distance Education Policy[[7]](#footnote-7) for course delivery through online or hybrid modalities. Students, faculty members, staff and administrators were given the opportunity to provide feedback to the policy in different forums. The policy was approved by the Curriculum Committee and then sent through the governance process, i.e., the Faculty Senate, College Governance Committee (CGC), and the President. The GCC Board of Trustees approved the policy in July 2010[[8]](#footnote-8). The policy was in response to an increase in demand from faculty and students for more distance education courses, and to ensure that distance education courses contained the same rigor as traditional courses.

During the 2012 accreditation visit, the visiting Team recommended that GCC develop a plan for offering distance education programs. In light of the recommendation, GCC pursued a “ground up” approach to developing a comprehensive distance education plan that would outline the educational programs and services that would be offered via distance education. The ground up approach for developing the plan came in the form of a strategic plan with the goals and objectives that would align with both the College’s mission and also align with the goals and objectives of the College’s Institutional Strategic Master Plan (ISMP). In addition to developing the comprehensive plan, the College found that a Standard Operating Procedure (SOP) and needs assessment for DE must also be developed and performed in order to determine the scope and size of the design and the development of the DE programs and the action steps needed to effectively implement the goals and objectives. Considering the enormous task involved in performing the needs assessment for DE, and developing the DE strategic plan and standard operating procedures, the College decided on soliciting the services of a professional consulting group to perform the tasks.

In the beginning of spring 2014, the Division of Finance and Administration announced that the Distance Education strategic plan development bid had been awarded to Ellucian. Shortly thereafter between February 10-14, 2014, representatives from Ellucian met with the administrators, faculty, and staff of Guam Community College to gather information and input in developing the needs assessment tool and determining the college’s capability of offering distance education, and writing the strategic plan and the standard operating procedure associated with it. On March 18, 2014, Ellucian submitted two assessment reports, *GCC Market Assessment and* *Needs Analysis[[9]](#footnote-9)* and *GCC Capabilities Assessment*[[10]](#footnote-10). GCC administrators, faculty, and staff reviewed the reports and provided feedback. A final meeting was held on May 7, 2014 regarding the Draft Strategic Plan and Standard Operating Procedures. A week after the final meeting, the reports were finalized. [[11]](#footnote-11) On May 13, 2014, the *Distance Education Standard Operating Procedures* and *Strategic Plan* were finalized.[[12]](#footnote-12)

Since the Distance Education Strategic Plan and Operating Procedures have been completed, the College’s next step is to identify departments that are going to participate in the distance education pilot program. In light of selecting the departments,it was decided to ask faculty who have already conducted online courses through GCC’s current distance education policy if they would be interested in participating with the pilot. The pilot project is scheduled for implementation in fall 2015. Currently, the College is identifying training as well as Moodle server sites, and securing demos for review.

**Status:** Closed.

**Team Recommendation 3:** **The College reviews its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implemen**t **its technology plan.**

Guam Community College is cognizant of the fact that a strong and efficient Management Information System (MIS) is the backbone to any institution and is the key to the success of carrying out the institution’s mission. With the critical role that the MIS area plays in an organization, the College ensures that allocating funds to the MIS area are sufficient for providing training, maintenance, and software and other technological assistance support that would foster operational efficiency and student success. The work performed by MIS affects the effectiveness of GCC’s operational and educational mandates. Providing MIS with adequate resources would enable the College to adequately lay the infrastructure to respond to the needs of a 21st century learning institution that would prepare and equip students with the skills set needed to compete in the global job market.

Resource allocation to GCC’s MIS department comes in several different funding streams.[[13]](#footnote-13) The general fund, which is the yearly budget request for the College’s operational expenses, non-appropriated funds (NAF), derived from student tuition and fees, the tourist attraction fund (TAF), in which the revenues are derived from the hotel occupancy tax and a portion of the revenues generated are passed through to fund governmental operations, and the title III federal grant. As a result of these funding streams, GCC’s MIS department was allocated $1.39 million dollars in FY2012-2013 for its operational expenses with the majority of the funding from three funding streams; the general fund ($574,051.64), NAF, tuition and fees, ($434,692.53) and the Title III NAF Special Projects ($342,000.00), The TAF funding stream ($39,373.50) made up the rest of the $1.39 million funding that was allocated to MIS. These funding allocations were used for both maintenance and upgrades of the College’s technology needs.[[14]](#footnote-14)

The technology fees along with other funding sources continue to support and upgrade components that are detailed in the College’s Technology Plan. Additionally, the technology fees and the Title III Grant has provided the funding needed for addressing many infrastructure and equipment needs, such as new and upgraded buildings fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc. GCC’s MIS financial resources are also utilized to provide training to the MIS staff that is responsible for maintaining, updating, troubleshooting GCC’s technology equipment in the numerous classrooms, computer labs, and offices at the main campus in Mangilao and at the six (6***)*** Guam public high schools where GCC’s career and technical education programs are offered.

**Status:**Closed***.***

**Team Recommendation 4: In order to improve the effectiveness of participatory governance, the team recommends that the College evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the college should create and implement a corresponding formal structure for staff input and participation. The college should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)**

The College relies heavily on the data and evidence that are available to support efforts to improve institutional effectiveness. Documenting the progress in meeting the standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC) is also an important piece of evidence in the College’s continuing effort to improve institutional effectiveness. The College strongly believes that institutional effectiveness is achieved through the collective participation of all college stakeholders in the institution’s planning and decision making processes.

The College’s participatory governance structure provides the means for broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services that improve institutional effectiveness. The dialogue through conversations, recommendations, and committee work from members within each governance body in the College’s participatory governance structure demonstrates GCC’s commitment to excellence, teamwork and student success. The documentation, recording and reporting of committee work is essential to preserving the integrity and spirit of participatory governance. Uploading committee work, agendas, minutes, membership, and bylaws onto the College’s ‘MyGCC’ committee pages provides the College with the evidence needed for each committee to develop a narrative evaluation report, comprehensively evaluating existing governance policies and practices. Further, this information is maintained in a central data repository, overseen by the Office of Assessment, Institutional Effectiveness, and Research (AIER).

In an effort to comprehensively evaluate the effectiveness of the College’s participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President requires all participatory governance entities to submit a report (in narrative form) evaluating the effectiveness of their particular governance unit. These reports, due at the end of each academic year, discusses the progress made in achieving committee goals and provides summaries on meeting attendance and committee accountability. The reports also offer recommendations for the following academic year, and an analysis of the overall effectiveness of their governance unit.[[15]](#footnote-15)

The College has addressed the visiting Team’s recommendation of having total representation in the College planning and decision making processes. In light of this recommendation, a formal governance structure for staff was created on May 25, 2012, called the Staff Senate. The creation of the staff governance structure now brings complete representation and voice in the College’s planning and decision-making processes for all college constituents. Each participative governance entity is now represented in the College’s key decision-making committees such as the College Governing Council, Resource, Planning, and Facilities Committee, and the College Technology Committee.

GCC fully supports and maintains its commitment to governance, knowing that success in serving students is contingent upon the College’s ability to be responsive to everyone the institution employs and serves. Over the years, GCC’s participatory governance structure has grown, matured, and continuously improved. A major milestone in the continuing effort to improve the participatory governance structure is the creation of the “Participatory Governance Structure Handbook”. The handbook describes and codifies the processes in place at the college. The development of the Participatory Governance Structure Handbook represents the collaborative efforts of stakeholders throughout Guam Community College such as the Faculty Senate, Staff Senate, Council on Postsecondary Student Affairs (COPSA), Academic Vice President for Academic Affairs, and the College’s Management Team. One of the handbook’s paramount ideas is that “governance is a fluid process and procedures exist for committees to form, remove, or revamp committees to continually adjust to the governance-related needs of stakeholders”.[[16]](#footnote-16)

**Status:** Closed.

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

**Standard 1. Institutional Mission and Effectiveness**

**1B2 Engage all stakeholders in the College’s continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.**

GCC is committed to engaging and involving all stakeholders in the College’s continuous planning process. On November 22, 2013, Dr. Mary Okada discussed how GCC met the goals stated in the 2009-2014 College’s Institutional Strategic Master Plan (ISMP). She also presented the 2014-2020 ISMP[[17]](#footnote-17).  The 2014-2020 ISMP was adopted in January 2014. The 2014-2020 ISMP incorporated all inputs that were obtained during previous internal and external meetings and interactions with stakeholders.[[18]](#footnote-18) The ISMP outlines GCC’s values, goals and action plans for continuous quality in providing educational programs and services. Highlights of the 2014-2020 ISMP includes upgrading the physical campus to accommodate an increasing student population, incorporating student-centered learning models into the curriculum, optimizing the processes of resource allocation, and increasing the retention and completion rates of students.[[19]](#footnote-19)

During the spring of 2013, the Vice President for Academic Affairs and the Office of Assessment, Institutional Effectiveness & Research (AIER) participated in the various committee meetings and campus events to gather feedback on the College’s mission statement and big picture goals. Meaningful discussions and recommendations were noted and a final feedback period was conducted in the fall of 2013. On January 10, 2014, GCC’s mission statement was amended and officially adopted by the Board of Trustees, including its Chamorro translation. [[20]](#footnote-20)

In spring Semester 2013, a new faculty evaluation rubric was adopted by the Job Specification/Evaluation Committee[[21]](#footnote-21) and was implemented in the 2013-2014 academic year. The Job Specs Committee is comprised of faculty and administrators. The updated rubric clearly defines the expectations and roles for faculty especially in regards to assessment. Faculty must complete their assigned tasks as outlined in GCC’s assessment matrix and working on assessment was made part of the annual faculty performance evaluation.

Since the institutional assessment system plays a large role in gauging institutional effectiveness, assessment training and assistance continues to be conducted by AIER to assist faculty, staff and administrators with using TracDat software in the assessment process. In addition, AIER continues to provide department or individual training sessions upon request. [[22]](#footnote-22)

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

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

**Status**: Closed.

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

There are several ways in which the College communicates information about institutional quality to its stakeholders and the public. [[23]](#footnote-23) One of the channels is the College‘s website, which provides access to the public as well as to students, faculty, staff, and administrators, general information about the college. The website provides access to documents and reports such as the Board of Trustees Assessment Report, the Foundation Board of Governors Assessment Report, and the College’s Institutional Strategic Master Plan (ISMP). [[24]](#footnote-24)

Through GCC’s partnership with the private sector, industry advisory committees or councils are in place to provide information to programs about industry needs. [[25]](#footnote-25) Through the results from needs assessment and assistance from advisory committees or councils, GCC is able to incorporate workforce and employer expectations into the curriculum. [[26]](#footnote-26) This continuous and ongoing process communicates institutional quality to employers in the community which is directly linked to GCC’s mission statement which reads: “Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia”.[[27]](#footnote-27)

**Status:** Closed.

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

GCC is committed to strengthening the training of faculty and staff on linking program review, institutional effectiveness and resource allocation.[[28]](#footnote-28) GCC’s investment in training is geared towards fully involving stakeholders in the provision of high-quality educational programs and services that are aligned with the institution’s mission, conducted in the most cost-effective manner. In light of this philosophy, GCC has instituted a set of professional development priorities that are divided into two sections: organizational priorities and academic priorities. Among GCC’s organizational priorities are diversification of funding sources and implementation of financial stabilization strategies, extending workforce development through community partnerships, and improving delivery of services to students. GCC’s academic priorities focus on accreditation-related matters e.g., Student Learning Outcomes (SLOs), program review, linking institutional planning to budgeting, and student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation. [[29]](#footnote-29)

The understanding of linkages between program review, institutional effectiveness and resource allocation is evidenced by GCC’s involvement of stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner.[[30]](#footnote-30) Then, faculty, who are fully-engaged in their departments’ assessment work, apply the results of this work in developing annual budget requests. As a result of this participatory process, GCC‘s budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community.

In addition to involving stakeholders in the financial planning and budget development processes, the College‘s participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. [[31]](#footnote-31) For example, the Resource, Planning and Facilities Committee reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects including projects that have great impact on student learning outcomes. The committee plays an important role in the College‘s financial planning and budget development process and serves as the forum for discussing needed resources and facility issues or concerns. [[32]](#footnote-32)

**Status**: Closed.

**Standard 2. Student Learning Programs and Services**

**2A1 Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.**

The institution identifies and seeks to meet and continuously update the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The College has taken several approaches to increasing the compliance rate of curriculum revision to ensure that courses and programs are not outdated. One approach of ensuring that the curriculum is not outdated is by making faculty directly responsible for its monitoring and oversight. Areas relating to the curriculum revision process are in the 2013-2014 faculty evaluation system for department chairs[[33]](#footnote-33) and instructional faculty[[34]](#footnote-34). Another approach that has been taken to ensure that curriculum is current is through conducting “Curriculum Writing Workshops”. The curriculum workshops are designed to provide faculty mentoring for updating and writing curriculum. LOC also offers its members as mentors to instructors who need assistance in curriculum writing.

For the past three years, the curriculum workshops were as follows:

1. 2013-2014
	1. 10/2013: Training for new LOC members and retraining of past members: 13 in attendance.
	2. 11/2013: No show of faculty except for LOC Chair/Chair Elect.
	3. 02/2014: 6 in attendance
2. 2012-2013:
	1. 10/2012: Training for new LOC members and retraining of past members: 12 in attendance.
3. 2011-2012:
	1. 09/2011: Training for faculty. Unable to locate record of attendance.

As an added system to increase the compliance rate of curriculum currency, the Academic Vice President monitors courses and programs to ensure that they are current with industry and national standards before they are offered or scheduled. Furthermore, the Academic Vice President may inform departments that courses and programs that are not in compliance cannot be offered or scheduled.

**Status:** Closed

**2A2 Develop a process for the systematic evaluation of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.**

The College has integrated a process for systemically evaluating non-credit courses, workshops and training sessions for effectiveness in the College’s assessment system. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation process that was approved by the Academic Vice President. The plan was designed as part of the assessment process of the CE&WD office where data is provided and can be extracted on their spring 2013 report. On November 2013, a follow up memo[[35]](#footnote-35) was sent to all departments advising that continuing education units (CEUs) or non-credit courses initiated by departments must be assessed similar to credit courses of assessing student learning outcomes (SLOs). The assessment and evaluation of workshops and training sessions are done through surveys and the results are reflected in the respective department’s assessment report. The process of uploading survey results onto the department’s assessment report aligns with the institutional assessment system***.***

Courses for credit that are not part of a program are processed through the Office of Continuing Education and Workforce Development. There is a separate, but similar, course guide template for these courses[[36]](#footnote-36). Approval of the LOC is not needed for non-credited courses run only through Continuing Education. A syllabus is required with specific student learning outcomes for non-credited courses. For other courses, workshops and training programs, such as those for continuing education units, CEU course guides are required and these offerings are still processed through Continuing Education, with the academic vice president providing the final review and approval. When the final versions of the CEU and noncredit curriculum documents have been approved, the course is added to the CE&WD catalog and may be scheduled. A copy of the official curriculum document is kept on file in the Academic Vice President’s office. CE&WD and AIER are currently reviewing the CE&WD catalog of approved CEU and noncredit curriculum documents to determine compliance with categories, curriculum updates, and improvements required. A copy of the official CEU and noncredit course curriculum document is kept on file in the Academic Vice President’s office, CE&WD, and the respective program and/or department offering the course or training.

Evaluation of courses, workshops, and training programs are conducted when the course or program is near completion. This feedback assists the faculty and departments in making improvements for future offerings. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation of non-credit courses, workshops, and training sessions. The plan was approved by the Academic Vice-President that same month. [[37]](#footnote-37) The plan was incorporated as part of the assessment of the CE & WD office. Their assessment report for spring 2013 provided data on the plan.[[38]](#footnote-38)

In October 2013, a memo was sent to all departments that the CEU or non-credit courses initiated by departments must be assessed by the initiating department through their Group D department courses assessment unit.[[39]](#footnote-39) Similar to credit courses, effective spring 2014, the departments would select the Student Learning Outcomes (SLOs) to be assessed and input the results into TracDat.

As of March 2014, the monitoring of assessment of CEU and non-credit courses, trainings, and workshops offered through CEDWD is incorporated into the regular operations and cycle of assessment. The assessment of non-credit courses, trainings, and workshops are done through evaluation surveys. The evidence that this process is being incorporated into the regular operations of the CE&WD is reflected in the department’s assessment report. The process of uploading survey results onto the department’s assessment report aligns with the institutional assessment system as a result of a concerted effort between CE&WD and the AIER Office. Evidence of this process will continue to be strengthened and increased as CE&WD works with stakeholders to establish a routine process of assessment for CEU and non-credit courses, trainings, and workshops= offered through the various departments. The 14th Annual Institutional Assessment Report is promised to contain the summary of the assessment work completed for 2013-2014.

**Status:** Closed

**2A2c Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality’s goals of providing an alternative for students to evaluate their own learning.**

The Office of Assessment, Institutional Effectiveness and Research (AIER) spearheads the assessment of courses and programs, and provides a structure for ongoing systematic review of courses and programs using a two-year assessment cycle. Program assessment has been practiced consistently since 2001. In fall 2012, the Office of Assessment, Institutional Effectiveness and Research developed an online survey that mirrors the IDEA rating survey used in traditional courses. Students enrolled in the three online courses offered in fall 2012 were surveyed through an announcement and link to the course. Out of the 52 students enrolled, 12 students responded. The AIER staff transferred the responses from the online survey to the IDEA bubble sheet. These were then submitted along with the responses for traditional courses. This is the mechanism and process by which online courses will be evaluated.

In fall 2013, the Office of AIER administered surveys for both the online classes and traditional courses. The IDEA survey is being given online to distance learning students. For spring 2013, IDEA rating surveys were not administered in any course, either traditional or online due to budgetary constraints***.*** In fall 2014, IDEA rating surveys were again administered for online courses. The Office of AIER will continue to administer surveys consistent with traditional courses.

**Status:** Closed

**2A2h Foster dialogues among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in the course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.**

The need to standardize the awarding of grades and credits has been brought to the attention of the Learning Outcomes Committee. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The grading policies and the criteria for awarding credit for courses are clearly stated in the College Catalog. Additionally, the course guide document also defines the means of evaluation, and how credit is awarded for each course. Faculty are required to distribute syllabi to all students on the first day of class. Syllabi must define the expectations of the students for each class and the method of evaluation and standards required to achieve a certain grade. The syllabi functions as a contract between faculty and students for the semester and may be used as a critical reference in addressing and settling student grievances. Adjunct faculty members are provided model syllabi by the department chairperson to ensure consistency. The Learning Outcomes Committee placed the issue on their fall 2013 agenda and the strengthening of language for standardizing grades was discussed. As a result, the 2013 Curriculum Manual incorporated changes to better address substantive and non-substantive changes[[40]](#footnote-40). All changes now need to be routed through the Learning Outcomes Committee for review. Furthermore, the college credit hour policy can now be found in the online Catalog, ACALOG[[41]](#footnote-41) and in the LOC Curriculum manual. Under the credits, grades, and examination link, a credit hour is defined as follows: At the College, each credit hour represents one hour per week in class and two hours outside of class devoted to preparation. Credit is granted in recognition of successful work in attaining Student Learning Outcomes (SLOs) in specific courses.

**Status:** Closed

**2A3c Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.**

In 2003, service learning at the College was initiated through the creation of GCC’s Center for Student Engagement, which received initial funding via the Hawaii Pacific Islands Campus Compact (HPICC) grant. Many courses, such as American Sign Language and Introduction to Philosophy, have the additional element of service learning (SL), which can serve as a stepping-stone toward civic engagement and providing skills in developing into an effective citizen. Some of these courses are identified in the Schedule of Classes as SL. Implementation of service learning, however, is dependent on the instructor. Different sections of the same course may have different or no service learning requirements. In addition, not all courses that use service learning are identified as such in the schedule. These courses, along with the other general education requirements, provide a platform to introduce students to ideas pertaining to cultural diversity, aesthetic appreciation, and civic, political, and social responsibilities..

The implementation of the revised and additional general education requirements and the adoption of the ILOs clearly provide a mechanism for departments to more clearly promote what it means to be an ethical human being. Opportunities are identified through the SLO mapping process where courses address the different skills in being an ethical human being and an effective citizen. General education requirements only apply to degree programs. Thus, departments must evaluate their SLO mapping to ensure that students who are not in degree programs still have opportunities to learn about being an ethical human being and effective citizen.

In spring 2013, the Learning Outcomes Committee (LOC) formed the General Education Committee working group housed under LOC. According to the Chairperson at the time, it will be the task of the General Education working group to determine whether general education courses introduce, emphasize and/or reinforce all institutional learning outcomes including civic engagement. The committee revised the Institutional Learning Outcomes (ILOs) Mapping Matrix for General Education to distinguish skills crucial to General Education courses. At the end of spring 2012, the revised ILOs and a survey were distributed. Thirty-three surveys were sent out, and thirty-two surveys were returned. The findings were that more classes *emphasize* engagement in experiences resulting in the need for and value of civic engagement (13 classes total) than *introduce* (6) or *reinforce* (7) it (ILO 5.1). Ten (10) reported that it was not applicable. Further, more courses *emphasize* the demonstration of an understanding of ethical, civic, scientific and social issues relevant to Guam, Micronesia and the world (14 courses) than *introduce* (10) or *reinforce* (6) it (ILO 5.2).

In fall 2013, the General Education Committee was re-institutionalized as a formal committee under the Faculty Senate[[42]](#footnote-42). As of May 2014, the General Education Committee is currently working on establishing their guidelines and criteria for each category of the General Education program. Once this is completed, assessment will begin of current general education courses as well as new courses to be added to the program.

The College strongly believes that service learning is an important element in providing students the different skills of being ethical and productive human beings in the community. In light of this belief, the college has held some Service Learning Activities during the past three years collaborating with the following Community Based Organizations. See Appendix A for a list of events.

**Status:** Closed.

**2B3c Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.**

The College is continuously exploring ways to strengthen and enhance its student support services. One area in need of continuous improvement is student advisement. In fall 2012, an Academic Advisement Task Force was formed to look at how the academic advisement process can be strengthened. The task force consisted of faculty, including secondary and post secondary (counselors), traditional and non-traditional (counselors), and the TSS Dean and Associate Dean. The task force analyzed the current process and worked on the GCC Academic Advising Model, an Academic Advisor Handbook, and a flowchart for Advising Delivery. In the fall semester 2013, a draft of the advisement handbook was sent to the Department Chairs to disseminate to faculty for review. Upon receiving feedback, the task force sought the Academic Vice-President’s approval via the TSS Dean on the deliverables and then developed a plan for training. As of spring 2014 the Academic Advisor Handbook has been made available to all faculty via Banner and the task force plans to hold trainings for faculty.

**Status:** Closed

**2B3f Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times.**

The College’s Registrar reported that the College has two vaults which are fire proof, but these are at capacity. Because the current vaults are at capacity, the Registrar is forced to use a container/office to hold some physical records that do not fit within the vaults. It has been recognized that more vaults, which are fireproof and climate controlled, are needed to hold records. The College is discussing alternatives, including a system where an outside vendor digitizes records so that physical records are kept to a minimum. To date, the vendor has not responded to inquiries and has possibly moved away from providing this type of service. The Registrar’s only other option is to open a Request for Proposal (RFP) and see what services are contractually available or request for more air conditioning/humidity controlled containers for additional storage.

A BDMS dedicated scanner was received in January 2014[[43]](#footnote-43). However, the Registrar’s Office has not received training on operating the scanner. Such scanning is on a point forward basis and does not alleviate the issue of past records. GCC has a Records Management Program Policy Handbook, which was approved by the Board of Trustees’ Legal Counsel in November 2000.  This Policy Handbook is the official retention and disposition schedule of all official records of GCC.

Electronically, the database containing student and employee records are being backed up on a daily basis to a networked storage system and then to tape backup. The integrity of student and employee records are protected through secured system access by authorized personnel only. For off-site safekeeping, GCC utilizes a local bank’s safety deposit box to store the backup tapes on a weekly rotational basis.

**Status:** Closed

**2B4 Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.**

The College conducts town hall meetings and open forums to gather information on the issues and concerns that affect its students and stakeholders. Once every semester, the president meets with students in an open forum to address questions and concerns. The following represent the responses to the issues brought forth by students.

**“Investing in Guam’s Future with Your President Mary Okada”**

**October 1 & 2, 2012 – Meeting Notes**

In response to a student’s request to have a quiet place to study after 7:00 p.m., a 24-hour study center was opened in August 2013. However, because of the theft of an ATM machine located near the study room, it was closed in September. It was reopened in the spring of 2014 and remains open in conjunction with the College’s schedule of classes.

Students requested that more classes articulate to the University of Guam. A list of these courses is posted on GCC’s website and is continually updated. It was noted that articulation acceptance is dependent upon the receiving institution. Articulation with UOG has increased over the last several years.

In response to a question regarding cheaper books being sold in the bookstore, it was noted that more ebooks are being sought. However, not all publishers have switched to the electronic format.

In response to a request to add more people during registration, students were encouraged to register early and register on-line.

One student brought up the issue of classes being canceled, which affects both FAFSA requirements and the length of time it takes to complete a program. Students were advised to work with their advisor to monitor how many students were registered. The College will do its best to accommodate students and their educational plans.

Students inquired into the possibility of offering other courses such as aircraft technology and boat or craft repair. The addition of courses is dependent upon need, equipment, space, faculty, and funding.

**“Growth and the Guam Community College with President Okada”**

**February 18 &19, 2013 – Meeting Notes**

In response to a student question regarding an installment plan for tuition, students can avail themselves to breaking up their payments. They can establish either one of two methods: 34/33/33 or 50/50. The first installment is due the day before the semester begins with the remainder due over the next two months for those selecting a three-fold payment and the following month for those selecting a two part payment. This policy is under review.

The issue of security on campus was raised since some of the lights on campus were not working. The College is in the process of securing a fire alarm and mass notification system in the event that there is a situation on campus. The Bid Specs Mandatory meeting was held in the fall of 2014, and a decision on the vendor is forthcoming.

In response to additional food vendors, the president responded that there is no room on campus for additional food services. Currently, BCS and the Brown Bag Café provide food services. The issue of food vendors was brought up and will be considered in future plans. The College is open to having food trucks on campus, but there are parking considerations.

Questions arose regarding textbooks. The increase in prices is due to an increase from book publishers. The possibility of a book buy-back program will be explored.

Students requested for more classes on Friday, Saturday, and on-line. Since then, there has been a concerted effort to schedule more Friday and Saturday classes as well as more daytime classes since the campus is underutilized during those times.

**“Growth and the Guam Community College with President Mary Okada”**

**October 23, 2013 – Meeting notes**

Students inquired whether they could be reimbursed for the cost of an internship course. The College does not offer internship courses. We offer practicum, which are non-paid. On occasion, students are given stipends by an employer via the College. These funds are used to offset tuition and fees, but if no outstanding amounts are due, the funds are given directly to the student.

Students requested for additional security behind building 200 at night when classes end. Security will be increased to meet student requests.

Students inquired as to whether job placement provisions are being made for students to help sell them to companies. The College is working with companies to have discussions on the career placement component. Two such companies include the new hotel in Tumon and the new hospital.

The possibility of offering intercession classes will be explored.

Although offering Chinese, Korean, Russian, and Spanish classes has been explored, the College is not prepared to schedule them as yet.

The College will look at the Computer Usage policy to address the misuse of the labs.

Improvements to the Criminal Justice Academy program will be addressed. The College has been in communication with the Guam Police Department to obtain cars that the College could fix and then keep for use in the program. The renovation of Building 100 will help improve the program as well.

**“Growth and the Guam Community College with President Mary Okada”**

**March 20, 2014 – Meeting Notes**

GCC’s last accreditation report requires that before the College continues with any on-line or distance education courses, we have to complete a strategic plan. Participation in the pilot has been restricted to faculty who have already conducted online courses under the current Distance Education policy. The pilot project is scheduled for implementation in the fall 2015. Currently, the College is identifying training as well as moodle server sites, and securing demos for review.

There are not enough students applying for graduation in the fall, so a fall graduation ceremony is not feasible.

**Status:**  Closed

**2C1a Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.**

The LRC maintains a productive dialogue with instructional faculty regarding additions to the print and electronic collections and are invited to collaborate in collection development through personal contact, via e-mail and through surveys. Faculty members are encouraged to suggest appropriate materials in any format for purchase by the LRC. Prioritization of these listings is also requested due to limited funds. The effectiveness of the LRC collection is contingent upon input provided by faculty. The LRC has frequently requested lists of needed resources from chairs of various departments. The services, collections and policies of the LRC are developed in coordination with the College’s Institutional Strategic Master Plan and the student learning outcomes as provided by the College’s respective career and technical education programs. The effectiveness of the LRC collection appears to be satisfactory to student users. The spring 2010 survey indicated that 80 percent of students felt the library collections met their instructional and curricular needs. Forty three percent of faculty surveyed however, reveal that there are not enough resources available to support the current trends or industry practices for instruction in their respective programs.

A suggestion was given during AY12-13 to the LOC chair to add a section to the program and course guide forms that directly addresses the need for additional LRC resources.[[44]](#footnote-44) The revised 2014 Curriculum Manual[[45]](#footnote-45) has the Learning Resource Center listed in Section V resource requirement and costs for program guides and Section XII textbook reference, equipment and supplies for course guides. Furthermore, as part of the curriculum process, the AVP's office is listed as being in charge of archiving the original printed and electronic versions of program and course guides and distributing copies of the approved program or course guides to the Registrar, Department, Learning Resource Center, Associate Deans and Dean.

Although a section of the program and course guide forms addresses the need for additional LRC resources, there has been a suggestion to have GCC funds be identified to buy library and other resources for the program. The materials need to be purchased at least 3 to 6 monthis in advance of courses being offered. In fall 2014, the new Human Services program is working with the LRC to create a form to address this gap.

**Status:** Closed

**2C2 Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.**

The College evaluates the LRC through surveys, focus groups, and other appropriate measures. The LRC regularly and consistently participates in the College‘s assessment process. The LRC conducts student and customer service surveys every semester on quality of assistance and instructional services, and sufficiency of learning resources and library technology.

The LRC has consistently been assessed as part of the College‘s two-year assessment cycle. Assessment has involved setting outcomes for the unit, aligning goals with the College’s mission and vision, providing different means of assessment, collection of data, and using the data to affect or advocate for change. The spring 2010 survey revealed 97 percent of patrons agreed or strongly agreed that LRC employees were respectful and helpful. In response to the needs of students and faculty members, new computers and faster network services have been implemented. The need for more enhanced technology such as e-books, has been raised as an issue by student and faculty Library users.

In March 2014, 148 students participated in a written survey about computer tablets. They were asked, “Would you like to use a tablet in the GCC Library?” 124 students answered yes, 10 students answered “no,” and 14 answered “I don’t know.” Therefore, the students indicated that they want access to tablets for use in the Library. Currently, there is no funding to purchase tablets.   When funding is available the LRC will purchase tablets for student-use in the library.

In its new location, the LRC has expanded to provide customers with a comfortable room temperature setting and adequate study rooms and seating. The LRC faculty and staff strive to maintain a high level of customer satisfaction by providing staff training in customer service, time management, and library technical skills to student users. The completion of the new LRC building, which more than doubled the space of the former LRC, has enhanced the overall learning environment for GCC students outside of the classroom. In addition, the LRC received funding for an e-book higher education database, the EBSCO Academic E-book Collection and the EBSCO periodical database. Employees and students can now set up a free account with EBSCO which allows them to download e-books.

The added resource of an e-book higher education database brought some positive responses from the LRC customers. Students and employees have access to the e-book and e-periodical databases from anywhere in Guam. In October 2013, LRC surveyed faculty and students as part of its regular assessment cycle. In November 2013, the survey results were reviewed and uploaded on TracDat. LRC survey results for fall 2013 and spring 2014 (N=424) showed that 65% of the survey respondents agreed or strongly agreed with the statement "I am able to find books and e-books I need for research" and 54% of the survey respondents agreed or strongly agreed with the statement "I am able to find the journals, magazines, newspapers I need" (GCC TracDat, 2014, pg. 39).

**Status:** Closed

**Appendix A – Community Based Organization List of Events**

1. International Coastal Clean Up – Sept 2013 of Chachalani
2. GCC ecoWARRIORS – Sept 2013, Oct 2013; Nov/Dec 2013, etc. of Chachalani &
3. Garden Project-Nutrition Class
4. Island Girl Power-Ayuda Foundation
5. Guam Animals in Need
6. Guam Special Olympics – March 2013 of Chachalani
7. GCC/FHB John Lee 5K Run/Walk – Nov/Dec 2013 of Chachalani
8. Guam Community Coral Reef Monitoring
9. American Cancer Society
10. American Red Cross
11. Math Kangaroo Carnival – March 2013 of Chachalani
12. Salvation Army
13. Alee Shelter-Catholic Social Services – Oct 2013; Nov/Dec 2013 of Chachalani
14. Make-a-Wish Foundation
15. OASIS Empowerment Center
16. Mayor’s Offices (Different villages)
17. Churches (Churches around the island)
18. Tanguisson Beach Clean-Up – Nov/Dec 2013 of Chachalani
19. Guam Memorial Hospital’s Pediatric Ward – Nov/Dec 2013 of Chachalani
20. Guam Girls Scout – Sept 2013 of Chachalani
21. Guam National Youth Football Federation – April 2013 of Chachalani
22. Construction Rodeo – April 2013 of Chachalani
23. JP Torres Alternative School – Nov/Dec 2011 of Chachalani
24. Head Start program-Guam Department of Education
25. St. Dominic’s Senior Care Home
26. United Service Organizations
27. Liberation Day
28. Healing Hearts Crisis Center
29. Erica’s House
30. Department of Youth Affairs
1. Please refer to the Midterm Report Strategic Plan in Appendix A [↑](#footnote-ref-1)
2. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf) [through CEWD](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf) [↑](#footnote-ref-2)
3. [CE Course Guide Template](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3911=607) [↑](#footnote-ref-3)
4. [Office of Continuing Education and Workforce Development (CE&WD) Plan for Assessment Memo (Approved)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E1.Std2.CEWDAssessmentProcess.pdf) [↑](#footnote-ref-4)
5. [Office of Continuing Education and Workforce Development Assessment Report - Spring 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E2.Std2.CEWDAssessmentReport.pdf) [↑](#footnote-ref-5)
6. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf) [↑](#footnote-ref-6)
7. <http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20300%20Series/Policy%20340.pdf> [↑](#footnote-ref-7)
8. [Board Policy 340 – Distance Education](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2700) [↑](#footnote-ref-8)
9. [GCC DE Market Assessment and Needs Analysis draft](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccmarketassessmentandneedsanalysis02282014.pdf) [↑](#footnote-ref-9)
10. [GCC DE Capabilities Assessment draft](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gcccapabilitiesassessment02282014.pdf) [↑](#footnote-ref-10)
11. [GCC DE Market Assessment and Needs Analysis final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccmarketassessmentandneedsanalysisfinal.pdf), [GCC DE Capabilities Assessment final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gcccapabilitiesassessmentfinal.pdf) [↑](#footnote-ref-11)
12. [GCC DE Standard Operating Procedures final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccdestandardoperatingproceduresfinal.pdf), [5-year DE Strategic Plan final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccdestrategicplanfinal.pdf) [↑](#footnote-ref-12)
13. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/organizationbudgetstatusreportmis.pdf> [↑](#footnote-ref-13)
14. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationmisupdatesstandard3.pdf> [↑](#footnote-ref-14)
15. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/facultysenateyearendreportsandevidencememo.pdf> [↑](#footnote-ref-15)
16. [Participatory Governance Structure Handbook](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/gccparticipatorygovernancehandbook.pdf) [↑](#footnote-ref-16)
17. [Thanksgiving 2013 Assembly ISMP Close the Loop](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismppresentationnovember222013collegeassembly.pdf) [↑](#footnote-ref-17)
18. [Fall 2013 College Assembly Meeting Notes](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/fall2013highlightsofcollegeassembly.pdf) [↑](#footnote-ref-18)
19. [ISMP 2014-2020](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20142020.pdf) [↑](#footnote-ref-19)
20. [GCC BOT Mission Statement Policy 100](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/BOTPolicy100_2014updateD-FINAL%20_ADOPTED%201.pdf) [↑](#footnote-ref-20)
21. [New faculty evaluation rubric announcement, February 19, 2013.](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/newfacultyevaluationrubricannouncement.pdf) [↑](#footnote-ref-21)
22. [TracDat workshop announcement, November 19, 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/CCAtracdatworkshops.pdf) [↑](#footnote-ref-22)
23. [GCC Fact Book AY 2013-2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/factbookvolume8.pdf) [↑](#footnote-ref-23)
24. [GCC Website](http://www.guamcc.edu) [↑](#footnote-ref-24)
25. [ISMP 2014-2020](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20142020.pdf) [↑](#footnote-ref-25)
26. [Institutional Priorities for AY 2013-2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/memoinstitutionalprioritiesforay20132014professionaldevelopment.pdf) [↑](#footnote-ref-26)
27. [GCC BOT Mission Statement Policy 100](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20100%20Series/BOTPolicy100_2014updateD-FINAL%20_ADOPTED%201.pdf) [↑](#footnote-ref-27)
28. [Institutional Priorities for AY2013-2014 Professional Development](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/memoinstitutionalprioritiesforay20132014professionaldevelopment.pdf) [↑](#footnote-ref-28)
29. [BOT Policy 306](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/botpolicy306comprehensiveassessment.pdf) [↑](#footnote-ref-29)
30. [GCC Fiscal Year 2014 Budget Request](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/2014budgetrequest.pdf) [↑](#footnote-ref-30)
31. [MyGCC Announcement for feedback on ISMP- 2014-2020](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/conclusionofismpmissionfeedbackperiod2013.pdf) [↑](#footnote-ref-31)
32. [GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/committee/RPF/RPFAY20122013.pdf) [↑](#footnote-ref-32)
33. [Evaluation Rubric – Department Chairs](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E5.Std2.RubricDeptChair.pdf) [↑](#footnote-ref-33)
34. [Evaluation Rubric – Instructional Faculty](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E4.Std2.RubricInstructionalFaculty.pdf) [↑](#footnote-ref-34)
35. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf) [through CEWD](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf) [↑](#footnote-ref-35)
36. [CE Course Guide Template](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3911=607) [↑](#footnote-ref-36)
37. [Office of Continuing Education and Workforce Development (CE&WD) Plan for Assessment Memo (Approved)](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E1.Std2.CEWDAssessmentProcess.pdf) [↑](#footnote-ref-37)
38. [Office of Continuing Education and Workforce Development Assessment Report - Spring 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E2.Std2.CEWDAssessmentReport.pdf) [↑](#footnote-ref-38)
39. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf) [↑](#footnote-ref-39)
40. Curriculum Manual [2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/curriculum/2013%20Curriculum%20Manual.pdf) [↑](#footnote-ref-40)
41. [Credits, Grades, and Examinations](http://catalog.guamcc.edu/content.php?catoid=4&navoid=747) [↑](#footnote-ref-41)
42. [Memo on GenEd Committee-Fall 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/Fall2013RequesttoCreateCommitteeGENED.pdf) [↑](#footnote-ref-42)
43. [Dedicated Scanner for Record Archives](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ibssdedicatedscannerpofy20132014.pdf) [↑](#footnote-ref-43)
44. [Email from G. Hartz, LOC Chair, December 2012](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard2/20122013/spring2013/E8.GHartz.Email.12052013.pdf) [↑](#footnote-ref-44)
45. [Curriculum Manual 2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/curriculummanual2014.pdf) [↑](#footnote-ref-45)