# 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 and 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[[1]](#footnote-1) was sent to all departments advising that CEU 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 institutional assessment system.

***Status: Ongoing– We are waiting on feedback from CE. Will update next month if CE gets back to us. We have had several requests to the former CE administrator that went unanswered. Request for information from the acting CE administrator has been made.***

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

**2 A.1 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several approaches to increasing the compliance rate of curriculum revision to ensure that courses and programs are not outdated. One approach of ensuring that the curriculum is not outdated is by making faculty directly responsible for its monitoring and oversight.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[[2]](#footnote-2) and instructional faculty[[3]](#footnote-3). 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. Mentors are available all school year, but there is no record of individual training in the meeting minutes.***

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

1. ***2013-2014***
	1. ***October 2013: Training for new LOC members and retraining of past members: 13 in attendance.***
	2. ***11/20/2013:  No show of faculty except for LOC Chair/Chair Elect.***
	3. ***02/19/2014:  6 in attendance***
2. ***2012-2013:***
	1. ***October 2012:  Training for new LOC members and retraining of past members: 12 in attendance.***
3. ***2011-2012:***
	1. ***09/21/2011:  Training for faculty. No record of attendance.***

As an added system to increase the compliance rate of curriculum currency, the Academic Vice President monitors courses and program 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

**2 A.2 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 institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Course and program documents contain course level and detailed student learning outcomes. Since course and program guides are initiated at the department level, faculty members are almost always responsible for the identification and design of student learning outcomes for courses and programs. Advisory committee members review and provide feedback to course guides as well. Authors submit their course or program documents to the respective department chairperson, the registrar, and dean. If approved, the respective dean forwards the document to the LOC.

The LOC reviews and acts on all proposals for new courses and programs, and reviews and approves all revisions of established courses and programs. Authors follow the process set in the curriculum manual, which is updated annually. When the final versions of the curriculum documents have been approved, the course is added to the College catalog and may be scheduled. A copy of the official curriculum document is kept on file in the academic vice president’s office. Copies of approved curriculum documents are provided to AIER and are uploaded onto TracDat in their respective programs and/or departments.

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[[4]](#footnote-4). 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 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.

Evaluation of courses, training programs and workshops 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. [[5]](#footnote-5) 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.[[6]](#footnote-6)

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.[[7]](#footnote-7) 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. However, evidence on this process is lacking and must be obtained through the CE&WD office. The 14th Annual Institutional Assessment Report is promised to contain the summary of the assessment work completed for 2013-2014.

 ***ALO comment: This is similar to the issue I raised in Team recommendation. The data must be included in this report.***

***Response: (Please see Team recommendation 1 )***

**Status:** Closed

**2 A.2c 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 Research and Effectiveness developed an online survey that mirrors the IDEA rating survey used in traditional courses. Students enrolled in the three online courses offered fall 2012 were surveyed through an announcement and link in the course. Out of the 52 students enrolled, 12 students or 23% responded. In fall 2013, three online courses were offered and the IDEA rating survey was administered consistent with traditional courses. Response rates of 27% (out of 15 students), 20% (15 students), and 19% (16 students) were obtained. 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 are evaluated.

**Status:** Closed

**2 A.2h Foster dialogue 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 grades and credits has been brought to ***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 within the first week of instruction of each class each semester (GCC Catalog) . Syllabi must define the expectations of the students for each class and the 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[[8]](#footnote-8). These changes now need to be routed through the Learning Outcomes Committee for review. Furthermore, the college credit hour policy ***is now*** found in the online catalog, ACALOG[[9]](#footnote-9) ***under the credits, grades, and examination link. A credit hour is defined as: 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

**2 A.3c Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.**

Service learning at the College was initiated through 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 provides skills in developing into effective citizens. 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, civic, political, and social responsibilities and aesthetic appreciation.

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 under LOC. According to the Chairperson at that time, it will be the task of the General Education working group to determine whether general education courses introduce, emphasize and/or reinforce institution learning outcomes related to service learning. The committee revised the Institutional Learning Outcomes (ILO) Mapping Matrix for General Education to distinguish skills crucial to General Education courses. At the end of spring 2012, the revised ILO and a survey were distributed. Thirty-three surveys were sent out, and thirty-two surveys were returned. Findings were that there were no issues related to meeting the ILO’s for courses which had more than one instructor.

In fall 2013, the General Education Committee was re-institutionalized as a formal committee under the Faculty Senate[[10]](#footnote-10). As of May 2014, the General Education Committee has reported working on establishing their guidelines and criteria. The matrix created was set to focus on the General Education connection to the ILOs.

***The college has held some Service Learning Activities during the past three years collaborating with the following Community Based Organization:***

***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. GAIN***

***6. Guam Special Olympics – March 2013 of Chachalani***

***7. Gubernatorial Forum – April 2014 of Chachalani***

***8. Senatorial Forum– April 2014 of Chachalani***

***9. GCC/FHB John Lee 5K Run/Walk – Nov/Dec 2013 of Chachalani***

***10. Guam Community Coral Reef Monitoring***

***11. American Cancer Society***

***12. American Red Cross***

***13. Math Kangaroo Carnival – March 2013 of Chachalani***

***14. Salvation Army***

***15. Alee Shelter-Catholic Social Services – Oct 2013; Nov/Dec 2013 of Chachalani***

***16. Make a Wish Foundation***

***17. OASIS***

***18. Mayor’s Office (Different villages)***

***19. Churches (Churches around the island)***

***20. Clean Our House Day at GCC – March 2014 of Chachalani***

***21. Tanguisson Beach Clean-Up – Nov/Dec 2013 of Chachalani***

***22. Guam Memorial Hospital’s Pediatric Ward – Nov/Dec 2013 of Chachalani***

***23. Guam Girls Scott – Sept 2013 of Chachalani***

***24. Guam National Youth Football Federation – April 2013 of Chachalani***

***25. Construction Rodeo – April 2013 of Chachalani***

***26. JP Torres Alternative School – Nov/Dec 2011 of Chachalani***

***27. Head Start program (within the public school)***

***28. St. Dominic’s***

***29. UOS***

***30. Liberation Day Clean up***

***31. Healing Hearth Crisis Center***

***32. Eric’s House***

***33. DYA***

***ALO comment: Last paragraph needs follow up. There should also be data documenting service learning activities at GCC within the past three years.***

***Response: Waiting from the general education committee regarding the systematic process of service learning.***

**Status:** Ongoing

**2 B.3c 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 service. One area in need for 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 formed task force consists of faculty, including 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

**2 B.3f 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 reached capacity at the start of the fall 2014. A search for space on campus has been unsuccessful; either space was insufficient or the space was deemed inappropriate. Having the vaults reach capacity has forced the Registrar 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 fire proof 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 possibility 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[[11]](#footnote-11). However, the Registrar’s Office has not received training. Such scanning is on a point forward basis and does not alleviate the issue of past records. Because the College has no formal policy for document destruction or retention, original documents are still kept.

**2 B.4 Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.**

***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 practicums, 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 lab.***
* ***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. Four departments have been identified to participate in the pilot program. They include English, Math, Office Technology, and Early Childhood. The pilot project is scheduled for implementation in the Spring 2015. Currently, the College is developing training, identifying 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

**2 C.1a 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 teaching 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 department chairperson has frequently requested lists of needed resources from chairs of the different programs. 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.

Suggestion was given 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.[[12]](#footnote-12) ***The revised 2014 Curriculum Manual[[13]](#footnote-13) 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 VPAA's office is listed as being in charge of archiving the original printed and electronic program and course guides and distributing copies of the approved program or course to the Registrar, Department, Learning Resource Center, Associate Deans and Dean.

***Although a section to the program and course guide forms addresses the need for additional LRC resources, there has been a suggestion to have GCC funds identified to buy library and other resources for the program.  The materials need to be purchased in advance of the program’s courses beginning as the lead time is 3 to 6 months to order books, have them arrive, cataloged, and processed for borrowing. As of fall 2014, the new Human Services program is working with the LRC to create a form to address this gap.***

**Status:** Closed.

**2 C.2 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 services 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 mission, vision, and other aspects of the College, providing different means of assessment, collecting data, and using the data to effect 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 however has been raised as an issue by student and faculty Library users.

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 also continues to maintain the high level of customer service 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, 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. On October 2013, LRC surveyed faculty and students as part of its regular assessment cycle. On 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

**SUMMARY OF ACTIONABLE IMPROVEMENT PLANS**

**Standard 1**

**1B2**

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

**1B5**

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

**1B6**

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

**Standard 2**

**2A1**

4. 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.

**2A2**

5. 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.

**2A2c**

6. 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.

**2A2h**

7. Foster dialogue 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.

**2A3c**

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

**2B3c**

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

**2B3f**

10. 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.

**2B4**

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

**2C1a**

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

**2C2**

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

**Standard 3**

**3A1b**

14. Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

**3A1d**

15. Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

**3A3b**

16. Consider backing up all employee records electronically and stored off-campus for additional security.

**3A4b**

17. Consider advertising in Micronesia to recruit faculty of Micronesian descent to contribute to the diversity profile of GCC faculty.

**3C1**

18. Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP.

**3C1b**

19. Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program.

**3D2f**

20. Re-evaluate the College‘s contract instrument to see if it can be strengthened and improved.

**Standard 4**

**4A2**

21. Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties. P a g e | 252

**4A5**

22. Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

**4B1i**

23. Include more questions relating to the Accreditation Standards in the BSEQ so that Board members gain more knowledge about how the accreditation process works.

**4B1j**

24. Report progress on the President‘s goals to the campus community at the end of her yearly evaluation to provide opportunity for all GCC constituents to share in her accomplishments and challenges.

**4B2b**

25. Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

**DIRECTORY OF EVIDENCE**

**State of Report Preparation**

1. Mid-Term Report Strategic Plan

**Standard 1**

1. Doris Perez, e-mail December 12, 2012. Marlena Monteque, e-mail December 13, 2012.

2. E-mail from Marlena Monteque on December 13, 2012.

3. President’s November 16, 2012 PowerPoint presentation on ISMP updates.

4. MyGCC announcement sent to campus community, in an e-mail posted to MyGCC, confirmation e-mail from Jayne Flores, that the November 16th ISMP update was posted to MyGCC on November 7, 2012.

5. President’s November 16, 2012 presentation.

6. Institutional Master Plan update: <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismpupdate20092014.pdf> (2009-2014).

7. Institutional Strategic Master Plan: <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ismp20092014.pdf>.

8. E-mail of the MyGCC announcement about the ISMP meeting from November 16th.

9. Two photos taken by the Public Information Officer, sent in two e-mails from the PIO on December 12, 2012.

10. Doris Perez, e-mail December 12, 2012.

11. Marlena Monteque, e-mail December 13, 2012.

12. Survey results from Continuing Education’s September 29, 2010 community survey.

13. December 10, 2012 e-mail from Jayne Flores, Public Information Officer.

14. Business Office assessment report covering periods 11/10/2011 to 4/11/2013 have been requested.

15. Sign-in sheets from Spring 2012 Banner Self-Service training sessions.

16. August 2012 Annual Department Chair Training Agenda.

17. Annual Department Chair Program Agenda, November 2012.

18. Sign in sheets from TracDat training.

**Standard 2**

1. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/cewd/CEWDmemoonassessmentandreporting.pdf)

 [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)

1. [http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/B](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20300%20Series/Policy%20340.pdf%22%20%5Ct%20%22_blank)

 [OT%20Policies%20300%20Series/Policy%20340.pdf](http://www.guamcc.edu/Runtime/uploads/Files/01%20President/BoardTrustees/BOT%20Policies%20300%20Series/Policy%20340.pdf%22%20%5Ct%20%22_blank)

1. [Board Policy 340 – Distance Education](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2700)
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7. [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)
8. Curriculum Manual [2014 draft](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/curriculummanualspring2014draft050914.01.pdf)

**Standard 3**

E1. Organization Budget Report – September 30, 2013

E2. Email from Frank Camacho, MIS Administrator 9/30/2013

E3. Administrative Directive 95-001 – Description of Performance Factors

E4.

E5. Assessment Plan AUO 1: Electronic Backing of Employees’ Records

E6. Campus Announcement – Board of Trustees Review of Policy Series 100

E7. Email Regarding Dedicated Scanner Installation

E8. Electronic Posting of GCC’s Job Announcement – Department of Defense Program Site

E9. GCC’s Website Job Announcement - Fulltime Faculty Positions

E10. Email from Frank Camacho Regarding Financial Support for Technology

E11. GCC Market Assessment and Needs Analysis Report

E12. GCC Distance Education Capabilities Assessment Report

E13. GCC Distance Education Strategic Plan – Draft

E14. GCC Distance Learning Standard Operating Procedure – Draft

E15. GCC Results of Faculty Online Teaching Survey

E16. GCC Results of Distance Learning Student Readiness Survey

E17. President’s Communication Chachalani March 2014, Issue

E18. AIA Standard Form of Agreement between Owner and Contractor

E19. Materials Management Assessment Plan Supporting Educational Programs

E20. Email Communication to Procurement Administrator Regarding Contractual Instruments

E21. Copy of GCC’s bidding Specifications

E22. Email Communication from Vice President of Business and Finance Regarding Review Process of Contractual Instruments

E23. Memo to GCC’s Attorney Requesting Review of Contractual Instrument

E24. GCC’s Bid Announcements of the College’s Website

**Standard 4**

Faculty Senate Year End Report and Evidence Memo dated October 31, 2013

Agreement Between the GCC Faculty Union Local 16746 AFT/AFL-CIO & the Board of Trustees GCC for Faculty 2010-2016 Appendix A-2A and Appendix A-3

Staff Senate Year End Report and Evidence Memo dated November 15, 2013

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Trac Dat Unit Assessment Report – Four Column Office of the President dated March 20, 2014

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7. [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)

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10. [Memo on GenEd Committee-Fall 2013](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/Fall2013RequesttoCreateCommitteeGENED.pdf) [↑](#footnote-ref-10)
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13. Curriculum Manual 2014 [↑](#footnote-ref-13)