**Standard III A: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

**A. Human Resources (3A1 – 3A8 - Assigned to Vera De Oro)**

 ***3A1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.***

Descriptive Summary

 Guam Community College can only be as strong as the people it hires to carry out its mission. We need administrators and managers who can carefully balance their expertise with innovation, leadership with compassion to motivate and inspire the staff and faculty to accomplish our shared vision. We need administrative personnel to maintain order and organization of tedious but important clerical work. We need maintenance staff to keep our physical resources safe, sound, and secure. We need MIS technology experts to keep GCC campus connected at all times. We need dedicated faculty who realize the immense responsibility and influence they hold with our students, our Island, our Region.

The Human Resources Office (HRO) handles all matters relating to employment at the college. This includes recruiting, determining the eligibility, and hiring of employees. Additionally, HRO outlines policies and practices for systematic evaluations, ethical professional conduct, equitable treatment of all personnel, and diversity in hiring of personnel. The HRO develops and implements job related minimum qualification standards and determines acceptable qualifying experience and education criteria in accordance with local and federal labor laws, established professional standards and best practices. The selection process for faculty, management, classified, and limited term employees encompasses a well-monitored process that ensures the selection of the most qualified individual. Minimum qualifications for faculty are negotiated through the GCCFU/BOT Agreement. In addition, the College assures the integrity and quality of its programs and services by requiring all applicants to submit a standardized Government of Guam Employment Application that includes supporting documents on professional and academic credential such as degrees, certificates and college transcripts.

Self-Evaluation

GCC has a systematic and organized human resources policies and procedures. It is responsible for determining acceptable qualifying experience and academic credentials. All job announcements are public posted in Guam newspapers, through the College website, and in professional publications when appropriate. The hiring eligibility criteria for staff positions are established by the Government of Guam’s merit system. Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the collective bargaining agreement.

The human resources staff initially screen the applications to determine if the applicant meets the stated eligibility criteria then the applicant’s packet is referred to an odd numbered interview committee. The human resources staff is required to determine if the credentials claimed are acceptable to WASC and the Accrediting Commission for Community and Junior College (ACCJC) and the Council for Higher Education Accreditation (CHEA). Degrees and transcripts from non-U.S. institutions are evaluated by the National Association of Credential Evaluation Services. The committee makes the recommendation to the president for final review and selection.

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.[[1]](#footnote-1)

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC’s Faculty Job Specifications Guidelines)[[2]](#footnote-2), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The hiring administrator of the respective position vacancy assembles an interview panel consisting of an odd-numbered group ranging from 3 to 7, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. Selection recommendations from the panel are forwarded to the president/CEO for her final review and selection.

● Fact book information on staffing pattern. Cite growth and any increase in population, services, positions, etc. Info on page 30 in most current Fact Book 2013 – 2014.

● Get input from HR

Actionable Improvement Plan

None

***3A2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)***

Descriptive Summary

Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the GCCFU/BOT Agreement 2010-2016.[[3]](#footnote-3) GCC’s Faculty Job Specifications guidelines clearly state all the requirements and duties of each level of position for instructional faculty members and non-instructional members.

Self-Evaluation

The current ACCFU/BOT Agreement and contract will be expiring in 2016. Discussions on changes, updates, amendments will soon be commencing. Interest Based Bargaining Negotiations will be used to draw up an agreement that would suit the needs of the college.

Distance Education courses were formally piloted in the last year and GCC is now moving past the pilot phase of the DE Strategic Plan. Faculty who express interest in teaching DE must fulfill two requirements the semester before being scheduled to teach online. Faculty must get a *Certificate for Online Adjunct Teaching (COAT)* certificate and complete a Moodle course or learning Management Software (LMS) training through Remote Learner, GCC’s third party vendor for remote server hosting, or a CE course offering Moodle teaching. (Memo from Dr. Ray on October 12, 2015)

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.[[4]](#footnote-4) Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC’s Faculty Job Specifications Guidelines[5]), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The hiring administrator of the respective position vacancy assembles an interview panel consisting of an odd-numbered group ranging from 3 to 7, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. Selection recommendations from the panel are forwarded to the president/CEO for her final review and selection.

Actionable Improvement Plan

 None

***3A3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.***

Descriptive Summary

GCC hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.

Self-Evaluation

The HRO is also responsible for overseeing the process for hiring personnel who are qualified by appropriate education, training, and experience in the respective job vacancy being filled. Job specifications and requirements are also adhered to for support staff that fall under the government of Guam’s merit system. Hiring criteria for administrators is based on the position description established by the GCC Board of Trustees.

Actionable Improvement Plan

None

***3A4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

Descriptive Summary

HRO staff are responsible for researching the information listed and on the employment application and resume. This includes verifying schools, diplomas, degrees, certificates and/or college transcripts in all submitted application packets.

HRO personnel are required to determine if the credentials claimed are acceptable to the Western Association of Schools and Colleges (WASC), and the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards. HRO also requires that degrees or transcripts received from schools or colleges outside the U.S. by the Council for Higher Education Accreditation (CHEA) or USDE should be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES). NACES is an association of private foreign educational credential evaluation services recognized by CHEA.

Self-Evaluation

HR follow-up

● [SOP Determining Acceptance on Educational Diplomas, Degrees or Certificates](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3960=607)

Actionable Improvement Plan

None

***3A5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

Descriptive Summary

The College’s full-time faculty, adjunct faculty, administrators and staff are evaluated at stated intervals through a systematic formal written process. Staff and administrators are evaluated based upon the College’s Administrative Directive 95-001 Description of Performance Factors.[6] Faculty are evaluated based upon the guidelines established in Article X – Performance Appraisal of the GCCFU/BOT Agreement.[7] The adjunct faculty evaluation process is based on both formal and informal classroom observations by the adjunct associate dean.[8] Although the recruitment of adjunct faculty is the responsibility of the department chairs or the Assistant Director for Continuing Education, the adjunct associate dean is responsible for evaluating all adjunct faculty. Administrators and staff are evaluated by their respective supervisors and faculty are evaluated by their respective deans. The evaluation process for faculty is designed to be supportive, identify areas of improvement, foster innovation in teaching delivery, and encourage changes in behavior and attitude if necessary. The evaluation process for administrators and staff is based upon the performance evaluation instrument where effective execution of duties and responsibilities are listed on the job description for the position, which is aligned with the College’s mission, vision, policies and procedures. In addition, the evaluation process recommends improvement in the form of additional training to enhance and increase the productivity of the employee.

● New faculty evaluation rubric

Self-Evaluation

The procedures for all evaluation processes are designed to encourage improvement by giving faculty, staff and administrators meaningful feedback on the established criteria of the position they hold. The evaluation process for staff and administrators utilizes a formal instrument[9] which covers specific performance factors such as quality, productivity, and reliability to assess areas of performance and effectiveness. The instrument also allows for comments regarding superior performance and recommendations for improvement when the evaluation of performance indicates a marginal or less than satisfactory result. Job performance evaluation for support staff and administrators are performed utilizing a performance evaluation instrument designed specifically for staff and administrators. Job performance evaluation for administrators and staff are performed (depending on their length of service and pay step) on a 12-month, 18-month, and 24-month period.

In an effort to continuously improve the performance evaluation tool for employees, the College is in the process of implementing a new performance evaluation tool for academic administrators (effective January 2012). This new tool is designed to place more emphasis on “professional competence/professional standards” versus work required. The new tool has a 5-point rating scale where 5 represents outstanding performance, 4 above satisfactory performance, 3 satisfactory performance, 2 marginal performance, and 1 unsatisfactory performance and will be administered semi-annually[10] Patterned after a pay-for-performance model, the new performance evaluation tool also defines the five categories of performance measures. With the emphasis on continuously improving productivity and performance, the College should also look into reviewing and making improvements to the performance evaluation tool for staff.

The evaluation criteria for faculty are listed in Article X – Performance Appraisal, of the GCCFU/BOT agreement. The faculty job specifications identify duties and responsibilities unique to full-time faculty to include expectation of performance.[11] The evaluation process for adjunct faculty begins with the submission of the syllabus at the start of every fall and spring semester. Adjunct faculty are part-time, limited-term employees hired on an employment-at-will contractual basis. The adjunct associate dean is responsible for ensuring that the syllabus submitted by adjunct faculty meets and contains all of the necessary items required by their contract, including course number/section, instructor, course content/summary, course requirements, evaluation criteria and course SLOs. The adjunct associate dean is responsible for scheduling both formal and informal classroom observations as part of the evaluation process. Upon completion of the observation, the adjunct associate dean formalizes all the notes gathered during the observation and prepares a formalized feedback sheet, which is given to the adjunct faculty. Should the results of the observation yield major concerns, further discussions will take place between the adjunct associate dean and the respective department chairperson, or the Assistant Director for Continuing Education and Workforce Development to determine the next steps to be taken.

The full-time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage (to be completed in the first three months of the rating period, (2) the Record of Classroom Observation stage (with minimum of three observations: one formal and two informal), and (3) The Annual Performance Appraisal/Evaluation Period stage (during the last month of the rating period to finalize the previous two stages).

Prior to the implementation of the new faculty evaluation tool in 2010, the three main criteria ratings utilized to evaluate faculty were: (1) Exceeds Expectation for Rank, (2) Meets Expectation for Rank, and (3) Unsatisfactory/Needs Improvement.[12] With the new Faculty Evaluation Tool, the evaluation criteria has been revised from three to five criteria: (1) Improvement Needed, (2) Satisfactory, (3) Strong, (4) Stellar, and (5) Superb. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan must identify a timeline for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty member to improve his/her performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal. [13]

The evaluation process for faculty also involves their ability to demonstrate proficiency in classroom teaching. Part of this evaluation process looks at the faculty member’s ability to clearly state, define and communicate lesson objectives to students, as well as their ability to use a variety of teaching methods and the appropriate use of assessment methods. Outside the classroom, the evaluation process looks at the faculty’s ability to advise or sponsor student interest groups, supervise and participate in student activities, assist students in attaining their academic, career and personal goals and encourage student leadership skills[14].

Other performance factors are also considered for overall faculty performance evaluation. These factors include but are not limited to participation in student activities, assuming leadership roles such as involvement in the initiation, development, and organization of projects which significantly contribute to the interest of the College, and involvement in the institutional assessment process, curriculum development and other activities that will enhance and strengthen the College’s institutional effectiveness.

● New faculty evaluation rubric

●  [Academic Administrator Performance Evaluation Tool](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3415)

●  [Staff Performance Evaluation Form](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3979=607)

Actionable Improvement Plan

None

***3A5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

Descriptive Summary

The College’s full-time faculty, adjunct faculty, administrators and staff are evaluated at stated intervals through a systematic formal written process. Staff and administrators are evaluated based upon the College’s Administrative Directive 95-001 Description of Performance Factors. Faculty are evaluated based upon the guidelines established in Article X – Performance Appraisal of the GCCFU/BOT Agreement. The adjunct faculty evaluation process is based on both formal and informal classroom observations by the adjunct associate dean. Although the recruitment of adjunct faculty is the responsibility of the department chairs or the Assistant Director for Continuing Education, the adjunct associate dean is responsible for evaluating all adjunct faculty. Administrators and staff are evaluated by their respective supervisors and faculty are evaluated by their respective deans. The evaluation process for faculty is designed to be supportive, identify areas of improvement, foster innovation in teaching delivery, and encourage changes in behavior and attitude if necessary. The evaluation process for administrators and staff is based upon the performance evaluation instrument where effective execution of duties and responsibilities are listed on the job description for the position, which is aligned with the College’s mission, vision, policies and procedures. In addition, the evaluation process recommends improvement in the form of additional training to enhance and increase the productivity of the employee.

· New faculty evaluation rubric

Self-Evaluation

The procedures for all evaluation processes are designed to encourage improvement by giving faculty, staff and administrators meaningful feedback on the established criteria of the position they hold. The evaluation process for staff and administrators utilizes a formal instrument which covers specific performance factors such as quality, productivity, and reliability to assess areas of performance and effectiveness. The instrument also allows for comments regarding superior performance and recommendations for improvement when the evaluation of performance indicates a marginal or less than satisfactory result. Job performance evaluation for support staff and administrators are performed utilizing a performance evaluation instrument designed specifically for staff and administrators. Job performance evaluation for administrators and staff are performed (depending on their length of service and pay step) on a 12-month, 18-month, and 24-month period.

In an effort to continuously improve the performance evaluation tool for employees, the College is in the process of implementing a new performance evaluation tool for academic administrators (effective January 2012). This new tool is designed to place more emphasis on “professional competence/professional standards” versus work required. The new tool has a 5-point rating scale where 5 represents outstanding performance, 4 above satisfactory performance, 3 satisfactory performance, 2 marginal performance, and 1 unsatisfactory performance and will be administered semi-annually Patterned after a pay-for-performance model, the new performance evaluation tool also defines the five categories of performance measures. With the emphasis on continuously improving productivity and performance, the College should also look into reviewing and making improvements to the performance evaluation tool for staff.

The evaluation criteria for faculty are listed in Article X – Performance Appraisal, of the GCCFU/BOT agreement. The faculty job specifications identify duties and responsibilities unique to full-time faculty to include expectation of performance. The evaluation process for adjunct faculty begins with the submission of the syllabus at the start of every fall and spring semester. Adjunct faculty are part-time, limited-term employees hired on an employment-at-will contractual basis. The adjunct associate dean is responsible for ensuring that the syllabus submitted by adjunct faculty meets and contains all of the necessary items required by their contract, including course number/section, instructor, course content/summary, course requirements, evaluation criteria and course SLOs. The adjunct associate dean is responsible for scheduling both formal and informal classroom observations as part of the evaluation process. Upon completion of the observation, the adjunct associate dean formalizes all the notes gathered during the observation and prepares a formalized feedback sheet, which is given to the adjunct faculty. Should the results of the observation yield major concerns, further discussions will take place between the adjunct associate dean and the respective department chairperson, or the Assistant Director for Continuing Education and Workforce Development to determine the next steps to be taken.

The full-time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage (to be completed in the first three months of the rating period, (2) the Record of Classroom Observation stage (with minimum of three observations: one formal and two informal), and (3) The Annual Performance Appraisal/Evaluation Period stage (during the last month of the rating period to finalize the previous two stages).

Prior to the implementation of the new faculty evaluation tool in 2010, the three main criteria ratings utilized to evaluate faculty were: (1) Exceeds Expectation for Rank, (2) Meets Expectation for Rank, and (3) Unsatisfactory/Needs Improvement. With the new Faculty Evaluation Tool, the evaluation criteria has been revised from three to five criteria: (1) Improvement Needed, (2) Satisfactory, (3) Strong, (4) Stellar, and (5) Superb. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan must identify a timeline for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty member to improve his/her performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal.

The evaluation process for faculty also involves their ability to demonstrate proficiency in classroom teaching. Part of this evaluation process looks at the faculty member’s ability to clearly state, define and communicate lesson objectives to students, as well as their ability to use a variety of teaching methods and the appropriate use of assessment methods. Outside the classroom, the evaluation process looks at the faculty’s ability to advise or sponsor student interest groups, supervise and participate in student activities, assist students in attaining their academic, career and personal goals and encourage student leadership skills.

Other performance factors are also considered for overall faculty performance evaluation. These factors include but are not limited to participation in student activities, assuming leadership roles such as involvement in the initiation, development, and organization of projects which significantly contribute to the interest of the College, and involvement in the institutional assessment process, curriculum development and other activities that will enhance and strengthen the College’s institutional effectiveness.

· New faculty evaluation rubric

·  [Academic Administrator Performance Evaluation Tool](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3415)

·  [Staff Performance Evaluation Form](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3979=607)

Actionable Improvement Plan

None

***3A6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.***

Descriptive Summary

Part of the classroom observation process looks at whether faculty use a sufficient number and variety of methods to assess learning and whether the assessments mirror the goals that are stated in the student learning outcomes and classroom activities. This process involves the ability of the instructor to create an atmosphere where learning experiences can take place and where students can feel comfortable to express and share ideas and opinions.[15] As faculty members evaluate the assessment results, they can improve the content of their courses and sequencing of the content to improve the delivery of teaching and learning outcomes. As part of the classroom observation process, formal observation reports and discussions are provided to the faculty member to make appropriate adjustments and improvements in his or her teaching methods.

● Address how instructional delivery and assessment results work together.

● [Instructional Faculty Performance Evaluation Rubric](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3164)

●  [Faculty Job Specifications Appendix A-1](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=4042=607)

● [2010-2016 GCCFU/BOT Agreement Article X – Performance Appraisal Section F](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3528)

Self-Evaluation

Quality of teaching is assured by requiring a prescribed evaluation process administered at regular intervals and in a formal written process. The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. The College evaluates its faculty by using classroom observation guidelines and stated job specifications. Other factors in the evaluation process include the effectiveness of instructional delivery factoring, such elements as the effective use of class time, using effective instructional techniques and tools such as lecture, discussions, audio/visuals, group activities, or technology. Additionally, part of the performance expectation is the ability of the instructor to demonstrate superior knowledge of current teaching methodology and apply them in ways that stimulate independent learning in the students. This involves creativity in building the lesson and utilizing previous lessons to heighten students’ learning of the material in a well organized manner.[16]

The College is highly committed to student learning, which is clearly reflected in its institutional assessment process and its institutional effectiveness elements. Student learning outcomes play a huge part in the College’s budgeting and resource allocation process, planning and decision making, and are also incorporated in the institutional assessment and performance evaluation processes.

● Promotion of faculty

Actionable Improvement Plan

None

***3A7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)***

Descriptive Summary

The College continues to maintain a sufficient number of qualified faculty and staff to carry out the mission of the institution. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment numbers. The organizational structure of the College is grouped by instructional divisions and administrative support units. Administrative and support staff are employed to support these divisions and departments. The College ensures that sufficient staff are hired to keep up with increasing operational demands and to provide support to the institution’s mission and purpose. The determination for appropriate staffing levels begins at each program or department. The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators, and staff to support its programs and services via its institutional assessment process and program review.

Self-Evaluation

According to the AY10-11 Fact Book, there were a total of 238 full-time employees in fall 2010.[17] Of this number, 112 or 47 percent are faculty, 103 or 43 percent are staff, and 23 or 10 percent are administrators. The number of adjunct faculty is 74, bringing the combined total of full-time and adjunct faculty to 186. This combined number of faculty supports both postsecondary and secondary programs. Sixty percent are full-time and 40 percent are adjunct.

● Fact Book current data

Actionable Improvement Plan

None

***3A8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.***

Descriptive Summary

Adjunct professors play an important role at Guam Community College. Adjunct professors are hired on a contractual, part-time basis as opposed to full time faculty employment with guaranteed salaries, job security, and benefits. Because student enrollment has steadily increased in the last 5 years, GCC uses adjunct faculty to balance budgetary demands/shortfalls and student needs in the classrooms.

Adjunct professors need a master’s degree to teach higher-education classes. (job specs) However, some courses such as those in GCC technical and career fields, may require only a bachelor’s degree, along with relevant expertise in specific area and teaching experience.

Expectations of adjunct professors are similar to full time faculty in terms of developing and managing a class, ensuring that the syllabus meets GCC standards, plan, create lectures, lead in-class discussions and assignments, assign and grade papers, tests, and assess grades at the end of the semester. Adjunct professors are not responsible or required to hold committee memberships, conduct research, or attend GCC meetings or events. They typically spend most of their time with students in the classroom.

Self-Evaluation

The percentage of adjunct faculty at GCC in 2014 was 41% (AY2014-2015 Fact Book, pg 30). GCC provides opportunities to its adjunct faculty to integrate with GCC life by offering orientation sessions and professional development modules to its adjunct faculty. GCC also designates one of its administrators to specifically oversee its adjunct pool.

Actionable Improvement Plan

None

(**3A9 – 3A15** – Assigned to Emma Bataclan)

***3A9.***

Self-Evaluation ***The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)***

*The institution maintains a sufficient number of qualified staff with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*

Descriptive Summary

The College continues to maintain a sufficient number of qualified faculty and staff to carry out the mission of the institution. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment numbers. The organizational structure of the College is grouped by instructional divisions and administrative support units. Administrative and support staff are employed to support these divisions and departments. The College ensures that sufficient staffs are hired to keep up with increasing operational demands and to provide support to the institution’s mission and purpose. The determination for appropriate staffing levels begins at each program or department. The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators, and staff to support its programs and services via its institutional assessment process and program review.

Self Evaluation

According to the AY10-11 Fact Book, there were a total of 238 full-time employees in fall 2010.[[5]](#footnote-5) Of this number, 112 or 47 percent are faculty, 103 or 43 percent are staff, and 23 or 10 percent are administrators. The number of adjunct faculty is 74, bringing the combined total of full-time and adjunct faculty to 186. This combined number of faculty supports both postsecondary and secondary programs. Sixty percent are full-time and 40 percent are adjunct.

Although GCC has been diligent in hiring an adequate number of instructors to accommodate its programs and services, it has encountered difficulty hiring instructors in the professional and technical field areas. Specifically, the College has been having difficulty filling teaching positions in the nursing program. More critically, the College has been challenged in keeping a nursing director for the nursing program.[[6]](#footnote-6) In the past three years several turnovers have occurred in this particular position. The critical part in filling the position lies in the position’s stringent credential requirements. Because the position is highly specialized, the College has to compete with other health industries filling the same position. Another difficulty in the teaching recruitment is filling the position of carpentry instructor. Similar to the nursing director, this position is in high demand due to growth in the construction industry in anticipation of the upcoming military buildup that Guam will soon be experiencing.

Despite the challenges the College encounters in filling needed teaching positions, it always finds ways to resolve them and is able to set up contingency plans to avoid disruption of its programs and services.

Actionable Improvement Plans

None

[There is a sufficient and appropriate number and qualifications for support personnel.

Periodically, job announcement with required qualifications are being posted on About GCC (MyGCC) website under Job Announcement (Employment). This includes faculty, administrators, adjunct, staff, part-time on-call substitute teachers, tutors. etc.

Evidence is found on Financial Information 2015 - Staffing Pattern; Public Report;

Rubric Report; 2012 Institutional Self Evaluation Report (ISER) p.149; TracDat Assessment Report]

· See Fact Book data; TracDat HSC Assessment Report 2014 to 2015

· (Additional staff/LPN is needed at the Health Services Center due to a continuous increase in programs, students, faculty, and staff.)

Actionable Improvement Plan

None

***3A10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)***

*The institution maintains a sufficient number of qualified administrators with full-time responsibility to the institution. The institution has a sufficient number of administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*

Descriptive Summary

The College continues to maintain a sufficient number of qualified administrators to carry out the mission of the institution. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment numbers. The organizational structure of the College is grouped by instructional divisions and administrative support units. Administrative and support staff are employed to support these divisions and departments. The College ensures that sufficient staffs are hired to keep up with increasing operational demands and to provide support to the institution’s mission and purpose. The determination for appropriate staffing levels begins at each program or department. The College continuously evaluates the effectiveness of the number and organization of its faculty, administrators, and staff to support its programs and services via its institutional assessment process and program review.

Self Evaluation

According to the AY10-11 Fact Book, there were a total of 238 full-time employees in fall 2010.[[7]](#footnote-7) Of this number, 112 or 47 percent are faculty, 103 or 43 percent are staff, and 23 or 10 percent are administrators. The number of adjunct faculty is 74, bringing the combined total of full-time and adjunct faculty to 186. This combined number of faculty supports both postsecondary and secondary programs. Sixty percent are full-time and 40 percent are adjunct.

Although GCC has been diligent in hiring an adequate number of instructors to accommodate its programs and services, it has encountered difficulty hiring instructors in the professional and technical field areas. Specifically, the College has been having difficulty filling teaching positions in the nursing program. More critically, the College has been challenged in keeping a nursing director for the nursing program.[[8]](#footnote-8) In the past three years several turnovers have occurred in this particular position. The critical part in filling the position lies in the position’s stringent credential requirements. Because the position is highly specialized, the College has to compete with other health industries filling the same position. Another difficulty in the teaching recruitment is filling the position of carpentry instructor. Similar to the nursing director, this position is in high demand due to growth in the construction industry in anticipation of the upcoming military buildup that Guam will soon be experiencing.

Despite the challenges the College encounters in filling needed teaching positions, it always finds ways to resolve them and is able to set up contingency plans to avoid disruption of its programs and services.

Actionable Improvement Plans

None

[Recently, a new administrator was hired. Associate Dean, Pilar Williams. She has over 23 years of experience in the field of education. Most of those years were spent in educational administration at the secondary level. She has also taught as adjunct faculty for several post-secondary courses at Guam Community College.

She started her duty on September 28, 2015.]

[On October 12, 2015, Ms. Julie M. Ulloa-Heath, a Program Specialist Administrator for Project Aim was hired.

Evidence: Work-Life Tab; Job Announcement 2012 – 2018

This includes information such as position/title, job qualifications, processes needed to apply for the position.]

Descriptive Summary

The College has maintained a sufficient number of administrators to carry out the mission of the institution based on direct response to program review and the continuous growth in enrollment numbers. A total number of \_ 37*\_\_\_* administrators since October 2015.

· Fact Book 2014-2015 shows an increase of staff from 95 (2013) to 104 (2014); Faculty 114 (2013) to 115 (2014); Administrators 35 (2013-2014); FTE total 244 (2013) to 254 (2014).

Self-Evaluation

Based on the evidence (Fact Book, current) provided and the newly hired associate dean, the administrative position is successfully filled (September 2015).

Actionable Improvement Plan

None

***3A11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.***

*The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered*.

Descriptive Summary

GCC assesses its personnel policies and procedures periodically for currency and adherence to local and federal laws governing personnel matters. The College has developed a wide range of policies, rules and procedures which provide a clear set of guidelines for the fair and impartial treatment of faculty, administrators, and staff. Many of these policies and procedures are set forth in bargaining agreements with faculty as reflected in the GCCFU/BOT Agreement[[9]](#footnote-9) and in GCC’s personnel rules and regulations for staff and administrators.[[10]](#footnote-10) These policies and procedures range from disciplinary action, grievance, performance evaluation, advancement in rank/promotion and leave policies.

Self Evaluation

GCC systematically develops personnel policies and procedures that are reviewed and approved by the Board. All new policies being developed are circulated to the College community for feedback and comments via print and electronic mediums such as email and the MyGCC web portal. Feedback and comments received from the College community are reviewed, considered and incorporated into the draft policy where appropriate. The new policy is then forwarded to the Board of Trustees for review and approval. Such policies and procedures are equitably and consistently administered. The College’s personnel rules and procedures are available for information and review through the Human Resources Office. The institution also establishes and adheres to written policies ensuring fairness in all employment procedures. In addition, GCC’s EEO representatives have regular training to ensure that they are up-to-date with EEO policies.

All new employees must attend a new employee orientation workshop where policies and procedures, employee safety, employee benefits and job expectations are clearly explained.[[11]](#footnote-11) Many of the policies, procedures, and negotiated agreements, such as the 2010-2016 GCCFU/BOT Agreement, Affirmative Action Policy 165, and the Americans with Disabilities Act, are also available on the College’s website portal to allow ease of access and viewing by all employees.

Actionable Improvement Plans

None

 [The processes the institution uses to develop and publicize its personnel policies are all posted on MyGCC website.

Evidence: Board policies are posted on MyGCC website under Governance

The institution ensures that it administers its personnel policies and processes consistently and equitably through employee orientation together with a written and signed contract of understanding.

These policies and processes result in fair treatment of personnel.

MyGCC website under Home, Faculty Training Series by Dr. Liz Diego, September 25, 2015.

Work Life, GCC Procedures & Policies, Employee Directory

DE Policy 340

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Summary

GCC continues to assess its personnel policies and procedures periodically for currency and adherence to local and federal laws governing personnel matters.

Self-Evaluation

[On September 18, 2015, Title IX Training was conducted by Mr. John Payne, from the office of Accommodative Services. (Evidence: GCC College Assembly, September 18, 2015 Agenda)

On September 18, 2015, Sexual Harassment Training was conducted by Human Resources Administrator, Joann Muna. (Evidence: GCC College Assembly, September 18, 2015 Agenda)

On September 17, 2015, a Mandatory Federal Work-Study Workshop for Supervisors was held at the MPA.

On October 2, 2015, an Awareness & Sensitivity Regarding Persons with Disabilities at Room 5108, training under the Office of Accommodative Services (in partnership with SiNA & Guma’ Mami. SiNA is a non-profit community organization run by persons with disabilities. It provides advocacy for all persons with disabilities.

 On October 7, 2015, faculty and students are encouraged to support by attending the awareness kick-off event for Family Violence Awareness Month, under title IX Office and the Environmental Health & Safety Office of GCC, a member of the Guam Coalition against Sexual Assault & Family Violence, at Skinner’s Plaza.

On October 23, 2015, Stop Abuse For Everybody (S.A.F.E.) Training at MPA, under the Office of Accommodative Services. This awareness training will cover the sexual, physical, emotional, and financial abuse, and neglect of persons with disabilities. These training opportunities are both open to faculty, staff, administrators, students, and all interested persons.

All new policies are continuously being developed and circulated to the College community for feedback and comments via print and electronic mediums such as email and the MyGCC web portal].

Actionable Improvement Plan

None

***3A12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

*The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Descriptive Summary

The College demonstrates a concern and understanding of issues of equity and diversity through a number of policies, practices and initiatives. The College also understands the need for administrators and leaders to develop a mindset that diversity is a value and a resource to an organization. GCC has a multicultural community as evidenced by its diverse student population, reflected in the College’s Fact Book.[[12]](#footnote-12) Employees of the College are members of a unique environment where interaction with diverse, multi-cultural student populations and faculty groups are a daily occurrence. The College’s commitment to equity in serving Guam’s diverse community permeates the college community.

Self Evaluation

The College is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. Equal opportunity and a respect for diversity are evident in the hiring policies and procedures of the College. Furthermore, EEO guidelines are followed and emphasized at every step of the hiring process. All newly hired employees are encouraged to read and acknowledge their awareness of the College’s discrimination and sexual harassment policies and procedures. GCC’s EEO related policies reiterate the College’s zero-tolerance toward discriminatory or harassing behavior towards employees or students. The College’s Discrimination-Sexual Harassment Policy (Policy 185)[[13]](#footnote-13) was adopted by the Board of Trustees, after its careful review of this policy in September 2008.

The College’s human resources staff stays abreast of emerging issues related to diversity and equal employment law by maintaining membership in the Society of Human Resources Management (SHRM) Guam chapter. In 2009 and 2010, the Human Resources Administrator in fact held the position of Guam’s SHRM Chapter president which allowed her to stay current with EEO and Sexual Harassment issues and therefore provide timely diversity training to the human resources staff under her supervision. Newly hired employees are required to read, acknowledge and sign their awareness of the College’s discrimination and sexual harassment prevention policies and procedures.

Actionable Improvement Plans

None

[The institution is aware that these policies and practices are effective. GCC Fall Festival showcased a multi-cultural theme, art, sport, food, costume, and performances on September 24, 2015. This was well-attended by GCC community.

Through TracDat, the institution determines the kinds of support its personnel need.

There are a variety of available and effective programs and services the institution has to support its personnel…

Evidence: GCC Wellness Program

 Education Benefits – under Employee Services, Tuition Benefit Program for employees, spouses, & dependents.

Health Insurance Presentations; Parental Involvement; Direct Payroll Deposit;

The programs, practices, and services are evaluated on a regular basis…

Evidence: Assessment Handbook 2014-2015; SLO Handbook, 2014;

The institution track and analyze its employment equity record by…

It uses this information…

Evidence: Workforce Advisory Committee Handbook, 2014-2016

The institution ensures that its personnel and students are treated fairly through communications during orientation, handouts, and GCC portal sites.

Evidence: MyGCC Grievance/Disciplinary Processes 2014-2015 AY Student Handbook, Student Services; Counseling Services

Leadership Training & Development (Student Workshops & Conferences)

Student Organizations

Accommodative Services – Services for Students with Disabilities

Health Services; New Student Orientation; Tutorial & Academic Support Services;

Policy 185 – Sexual Harassment & Sexual Discrimination Prevention;

Policy 470 – The Guam Community College Code of Ethics;

Policy 500 – Student Handbook Policies;

Policy 510 – Admissions & Attendance of Incarcerated Students;

Family Educational Rights & Privacy Act (FERPA) (Student Handbook, p.18);

Discrimination & Harassment (Student Handbook, p.18);

Student Rights (Student Handbook, p.8);

Grievance Procedure (Student Handbook, p. 20);

Sexual Harassment Statement/Policy (Student Handbook, p.23)

 HRO on-line survey with Certificate of Completion, a mandatory requirement for all full- time employees]

Descriptive Summary

The College continues to address issues of equity and diversity through a number of policies, practices and initiatives. The College also understands the need for administrators and leaders to develop a mindset that diversity is an important resource to an organization. GCC has a multicultural community as evidenced by its diverse student population, reflected in the College’s Fact Book.[[14]](#footnote-14) The College’s commitment to equity in serving Guam’s diverse community pervades the college community.

The Human Resources Office annually assesses its record in employment equity and diversity for all personnel when submitting its HR report to the Guam Department of Labor as required. This report includes both a workforce and utilization analysis as mandated by local and federal regulations. The Human Resources Office compiles this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in the College’s employee listing. (2012 ISER, p.160-161)

Self-Evaluation

The College continues to promote and support the diversity of the campus community. Policies and procedures are in place to ensure fair treatment of employees, and complaint procedures are accessible.

The College is committed to continuously evaluate and amend periodically the Code of Ethics Policy for all GCC constituents to align processes and procedures, as necessary and appropriate.

Actionable Improvement Plan

None

***3A13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.***

*The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

In support of its mission, Guam Community College has adopted the ideals of scholarship, life-long learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect, and professional integrity. The College is guided by the belief that a sense of true community is achieved when these ideals and values are reflected in the behavior of its members toward one another.[[15]](#footnote-15) The College has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. Although standard Government of Guam policies and procedures guided the code of conduct of employees in the past, those policies and procedures were deemed both outdated and obsolete. As a result, the Professional Ethics Committee of the Faculty Senate created a new Code of Ethics policy. The new policy was adopted by the Board of Trustees as Code of Ethics Policy 470 on March 6, 2008, through Resolution 6-2008, to further re-enforce and cover subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for all employees.[[16]](#footnote-16) In addition, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy[[17]](#footnote-17) in its commitment to uphold professionalism and code of conduct to its highest level. This latter policy was recently reviewed and re-adopted to reflect currency with the ongoing campus discussion on ethical conduct for all GCC constituents.

Self Evaluation

GCC requires all personnel to abide by and uphold professional ethics to its highest standard. Employees of Guam Community College have unique responsibilities that derive from their membership in an academic community and from their roles as public servants. The faculty handbook and the Code of Ethics policy provide the procedure for filing, investigating, and adjudicating complaints of unethical conduct and nature. The Code is viewed as essential within the context of the college community.

The Committee on Faculty Ethics (CFE) has recently adopted procedures for handling complaints of violations of faculty ethics.[[18]](#footnote-18) Under this procedure, the Faculty Senate examines the charges in the complaint report and determines if the issue is under its purview. The Faculty Senate will establish if legal, administrative, mediation or other procedures render the CFE’s possible pursuit of an investigation redundant or disruptive. If the Faculty Senate determines that the complaint is under its purview, it will convene the CFE to investigate the complaint. A new form was developed for this purpose.[[19]](#footnote-19) As a living document, however, the procedures contained in the policy require a revisit every so often.

Actionable Improvement Plans

 Schedule a periodic review on the Code of Ethics Policy for all GCC constituents (including the Board) for currency and revision as needed

[Newly hired employees are required to read, acknowledge and sign their awareness of the College’s discrimination and sexual harassment prevention policies and procedures. (2012 ISER, p.159)

The institution foster ethical behavior in its employees by building morale booster amongst employees through some get-together events such as Labor Day Picnic; Annual Employees Christmas Party; Halloween Costume Parade on October 30, 2015;Year-End Event; and other holiday celebrations.

The institution has a written code of professional ethics for all its personnel…

Evidence:

Policy 115 – Code of Trustees Ethics & Conduct (under Governance)

Policy 470 – The Guam Community College Code of Ethics (under Governance)

Grievance Procedure:

An updated workshop/training on Sexual Harassment was held on September 18, 2015. This was a mandatory attendance to all faculty, administrators, and staff of GCC.

Workplace Harassment: Fundamentals-Higher Ed (2015-2016), an on-line certification program by edurisklearning.org.]

Descriptive Summary

The College continues to demonstrate fairness, equity and integrity in the way it treats its employees and students through adherence to established Board policies and procedures that address employee and employment provisions developed through a collegial consultation process. These Board policies, which govern the treatment of employees, are readily available on the College website. These include Policy 160 - Affirmative Action, Policy 165 - Compliance with the Americans with Disabilities Act, and Policy 185 - Sexual Harassment Prevention. Policies regarding the fair treatment of students are available in the College’s Catalog.[[20]](#footnote-20) Non-Discrimination Statement and Student Code of Conduct, are also in the student handbook[[21]](#footnote-21) (ISER p.170) .These are periodically evaluated and amended.

Self-Evaluation

The College is strongly committed to treating its members fairly in accordance with its mission statement and Board-approved policies and procedures such as Affirmative Action, Policy 160, and Discrimination-Sexual Harassment Policy 185. Policies and procedures governing student rights and responsibility are clearly communicated and updated in the College catalog. Additional policies that affect the treatment of all employees can be found in the College’s website portal, MyGCC, under the Governance tab.

The College continues to demonstrate integrity in the treatment of its administrators, faculty, staff, and students by abiding with its policies and procedures covering the fair treatment of its members and students.

Actionable Improvement Plan

The plan to schedule periodic review of the Code of Ethics Policy for all GCC constituents, (including the board of trustees). (2012 ISER)

None

***3A14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

 *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

Descriptive Summary

Professional development is fully institutionalized and supported by the College. The Board of Trustees recognizes the importance of a well-trained faculty, administrator, and staff to effectively carry out the mission of the College. The Board is also committed to providing resources to support professional development activities.[[22]](#footnote-22) As an institution, the College is committed to improving the professional growth of its faculty, staff, and administrators by offering a wide variety of professional opportunities that support both the institution’s strategic goals and the personal and professional goals of its employees. The ultimate goal is to retain a competent workforce within the College by encouraging and facilitating the training and education of employees to provide the community with a responsive educational environment that empowers learners to develop skills and knowledge to be responsible and productive individuals in a global context.

Over the past four years, the College has invested over a half million dollars in professional development activities for members of the Board of Trustees, faculty, and staff/administrators. Within that period a total of $83,299.00 was spent for Board members’ professional development activities, $306,074.00 was spent for faculty professional development and $156,286.00 was spent for staff/administrator professional development. The total amount of money invested over the 4-year period covered a total 188 constituents receiving professional development financial support.[[23]](#footnote-23)

GCC’s professional development allows full-time staff and administrators to pursue their studies at Guam Community College, the University of Guam or other approved educational and/or training programs. The goal is to provide financial support to eligible employees who desire to pursue training or academic opportunities in areas related to their job occupation or as determined beneficial to the College in order to maximize their skills, abilities, and the needs of the College.[[24]](#footnote-24) Both staff/administrators and faculty have their own professional development committee with its own policies and procedures governing professional development of its members. The Board also has its professional development monies to engage in Board education and training.

Self Evaluation

The College has established institutional priorities for professional development in order to maximize the use of available professional development funding. The institutional priority is broken down into two categories: organizational priorities and academic priorities. Organizational priorities consist of modernization of classrooms, instructional technology, facilities upgrade, improving delivery of services to students, renewable energy/alternative energy sources, and financial stabilization strategies. Academic priorities consist of accreditation, student learning outcomes, program review, linking institutional planning to budget, effectuating critical thinking skills, diverse learning styles and student motivation. All personnel requesting for professional development support must ensure that the professional development they are pursuing falls within these two categories.[[25]](#footnote-25)

Professional development travel and conference awards are subject to the College’s travel guidelines policy.[[26]](#footnote-26) Recipients are required to share information gained as a result of the conference attendance through a trip report. In addition, recipients are required to provide a summary of their conference/workshop attendance, including their expectations of the event, results of key sessions attended; ways the participant intends to incorporate the information into instruction, and whether the participant would recommend the conference/workshop to others.

The College’s staff/administrator development procedure sets priority in approving staff requests for professional development support.[[27]](#footnote-27) Priority is given to employees who have not obtained a credential, but may possess valued industry experience. Exceptional cases are employees with degrees and where a job-related course is necessary. Financial assistance is provided for training and educational costs such as registration, tuition, textbooks, airfare, per diem, and other required fees. The guidelines limit tuition assistance to three courses and limit staff/administrator off-island development activity to one approved request per year. Additionally, no financial assistance will be provided for a course taken more than once if the course was paid through the staff/administrator development funds.

Actionable Improvement Plans

None

[Several professional development programs are being offered/supported and available on college such as (C/o: Ms. Sally Sablan)

The Comprehensive Professional Development Plan

Site:

Evidence: Professional Development – PDRC Peer Mentoring Program for full-time faculty (posted on MyGCC announcement on September 30, 2015)

The institution identifies professional development needs of its faculty and other personnel through the following:

Evidence: PDRC site; PDRC Survey on MyGCC portal Announcement, September 30, 2015)

The processes being used to ensure that professional development opportunities address those needs are through PDRC Questionnaire/On-line campus-wide Survey (September 30, 2015)

Evidence: Academic Year 2015-2020 Institutional Priorities (for Professional Development)

The college ensures meaningful evaluation of professional development activities by sharing their newly acquired training during staff development day, etc.

Evidence: Trip Report

Site:

Professional development activities have a great impact on the improvement of teaching and learning by keeping abreast with the latest information and technology.

Evidence: Evaluation Processes

The institution evaluates that improvement by…

\*What professional development programs relevant for DE/CE personnel does the institution support and/or provide?

Faculty who express interest in teaching DE must fulfill two requirements: Getting a Certificate for Online Adjunct Teaching (COAT) certification using PDRC funding; and completing a Moodle course of Learning Management Software (LMS) training through Remote Learner, GCC’s third party vendor for remote server hosting, or a CE course offering on Moodle teaching. Guidance in building course content in Moodle will be provided by Wes Gima of the Academic Technology Office. For AY 2017-2018, faculty who express an interest in web-enhanced classes will get a Moodle course shell, which will allow faculty members to gradually get familiar with the chosen LMS.

Evidence:

Teaching DE in AY 2016-2017 by Dr. R. Ray D. Somera, Vice President for Academic Affairs, under GCC Portal Announcement, dated October 12, 2015

GCC Faculty Online Teaching Survey Results

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\*How does the institution determine the professional development needs of its personnel involved in DE/CE?

The college’s evaluation of the process of online teaching certification, scheduling of DE offerings, building course content, and assessing DE classes will be continuous and ongoing.

The TSS Dean, Dr. Michael Chan, will oversee the academic side of the DE course offerings, and all communication from faculty about DE will be coursed through him.

Faculty and staff involved in DE courses will be provided with training opportunities specific to online learning.

Evidence:

Teaching DE in AY 2016-2017 by Dr. R. Ray D. Somera, Vice President for Academic Affairs, under GCC Portal Announcement, dated October 12, 2015

DE Policy 340

DE/CE (PDRC Committee); Priority Box for GCC DE Strategic Plan Version 6; 5-year DE Strategic Plan; GCC DE Capabilities Assessment; GCC DE Market Assessment & Needs Analysis; GCC DE Standard Operating Procedures; Distance Learning Student Readiness Survey Results]

Descriptive Summary

Professional development support is continuously given by providing employees the opportunity to attend off-island conferences/workshops to enhance their skills. This support is possible through the professional development program for both faculty and staff/administrators at the College, with each group given an annual funding source to promote such activities.[41]

Self-Evaluation

· Institution Professional Development Priority List 2015-2020 (updated)

**Evidence:**

Establishing Common Ground for Transformation Workshop on September 18, 2015, by Dr. Samuel Betances & Dr. Laura Souder

Plan: Part II of another Transformation Workshop on February 2016 with Dr. Samuel Betances and Dr. Laura M. Torres Souder

Actionable Improvement Plan

None

***3A15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

Descriptive Summary

GCC’s Human Resources Office ensures that all personnel records are kept confidential and locked in a secured environment. All personnel records are still safely stored in a 13’ x 15’ room with a double locking mechanism on the door. Windows in the room are also sealed off for added security. Only authorized personnel have access to the personnel records. Benefits and workers’ compensation records are also kept confidential and inactive personnel files are kept permanently locked in a secured storage environment. Since 2008, information such as pay stubs and sick and annual leave accrual and balance can be accessed by the employee on the College’s website portal (MyGCC) My Banner tab, under Self-Service.[42]

Self Evaluation

GCC is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete and permanent. To increase accessibility of employee records by employees, the College has made certain information contained in employee records available electronically through the College’s website portal. Access to the portal is safe and secure and is password protected to ensure that only employees themselves can access part of their record electronically.

All employees are given the right to review their employee record. Access to their personnel record is requested through the Human Resources Office during normal business hours. An authorized staff member of the Human Resources Office must be present to ensure that the security of the records is not compromised and to assist the employee in making copies of certain files that he or she may need.

To enhance the security and safe maintenance of employee records, the College should consider an electronic back-up of all employee records in the event unfortunate events such as fire or storm damage cause such records to be destroyed. Guam has previously experienced natural disasters such as typhoons and major earthquakes. The electronic back-up of records should be stored in a safe and secure environment that can withstand extreme situations.

Actionable Improvement Plans

**1.** All employee records are backed up electronically. (DONE) [See Mid Term Report to update backing up]

[The institution’s provisions for keeping personnel records secure and confidential are regularly updated and that only limited authorized personnel have access to them. This method provides for better security to keep personnel records secure and confidential.

Evidence: Guam Community College Records Management Program Policy Handbook (copy provided by Patrick Clymer, Registrar)

This Handbook prescribes the standards and procedures for maintaining and disposing records, to be applied by all College personnel who are responsible for filing or maintaining documents, using the General Records Schedule (see pages 7-10) as a guide.

The College’s records management objective is to protect the institutional information resources throughout their life cycle. This includes complying with local and federal laws and regulations, identifying vital records, and implementing strategies for preserving information and records of long-term value.

Confidential Information Indicator (p. 14, GCC Records Management Program Policy Handbook) ---If a person wishes to have their information marked “confidential,” this field is checked. When the confidential field (box) is checked, this denotes that the person does not want address and telephone number information released to the public. Checking this field is optional for students. Employee’s information is always confidential, and the field is always checked. When information is marked confidential, no directory information is to be released. If the Confidentiality indicator is not marked, the only directory information that can be released is limited to: name, affirmation of whether currently enrolled full time or part time, dates and terms of attendance, major field of study, and degrees and/or certificates earned. A person’s confidential request is entered on the General Person Form, SPAPERS. For more information, see Confidential Flag located in the appendix.

The institution provides employees access to their records through the use of their own passwords and other documents are kept locked and confidentiality of records are strictly in place.]

Descriptive Summary

GCC continuously maintain a standard of record keeping which is secure, confidential, accurate, complete and permanent. To increase accessibility of employee records by employees, the College has made certain information contained in employee records available electronically through the College’s website portal. Access to the portal is safe and secure and is password protected to ensure that only employees themselves can access part of their record electronically.]

Self-Evaluation

· Scanner project completion as addressed in previous AIP.

Actionable Improvement Plan

 None

Self-Evaluation

The College continues to promote and support the diversity of the campus community. Policies and procedures are in place to ensure fair treatment of employees, and complaint procedures are accessible.

The College is committed to continuously evaluate and amend periodically the Code of Ethics Policy for all GCC constituents to align processes and procedures, as necessary and appropriate.

Actionable Improvement Plan

None

**Standard III B: Physical Resources**

***(Assigned to Bertha Leon Guerrero)***

***3B1.*** The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The College strives to develop and maintain adequate physical resources in order to provide a positive environment to support excellence in instruction and learning. Periodic inspections of facilities are conducted on quarterly basis to ensure that health and safety regulations are being adhered to , and that they satisfy the federal Occupational Safety and Health Administration (OSHA) standards. Buildings are also inspected to ensure compliance with federal and local building codes as well as the uniform fire codes.

The College has been able to effectively maintain its current physical resources while planning for the future needs of its educational programs and services.

Self-Evaluation

Transforming the College campus into a facility conducive for learning and teaching and fostering a sense of family oriented employees committed to student access and sucvcess is dependent upon a well-devloped facilities master plan. The master plan contains building construction and renovation plans as well as facilities improvements anticipated to meet the long-term needs of the College. The plan focuses on the establishment and maintenance of an environment that is clean, attractive, safe, conducive to heightened learning,l in keeping with ADA requirements, and supportive of the social and developmental needs of the student body.

Actionable Improvement Plans

None

***3B2.*** The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Descriptive Summary

The College plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. Driven by the College’s mission, priorities and annual department plans, both the ISMP and Physical Master Plan serve as the primary planning documents for the College’s facilities.

The College reassesses its programs, organizational structure and instructional curriculum periodically in accordance with anticipated industry needs. Based on the results of the assessment, projects are proposed and submitted to fulfill the needs of the instructional programs. An example of one product of the College’s assessment and planning process is the Anthony A. Leon Guerrero Allied Health Center that houses GCC’s Practical Nursing and Medical Assisting programs, as well as science courses with laboratory components. This two-story, 22,000 square foot facility houses two lecture halls, a computer lab for nursing students, two science labs, two nursing classrooms, two nursing labs, one administration lab, one clinical lab one simulated hospital classroom, one conference room, and faculty and staff facilities. The total cost of construction for the Allied Health Center was $4.03 million opened in December 2009 and used for the first time in January 2010.

Another example of how the College’s assessment and planning process continuously improves its facilities is the renovation of the GCC Foundation Building. The building housed the library on its second floor and instructional classrooms occupied the first floor. Construction of the new Learning Resource Center (LRC) eventually replaced the library space. This state-of-the-art design brought forth the first LEED-certified building for the Government of Guam. The LRC contains photovoltaic systems at its rooftop, digital temperature controls and building management systems, and is outfitted with new furniture made from recyclable materials.

Adjacent to the LRC is a new Student Center, the third new building constructed on the GCC campus with a three-year span opened in December 2011. The Center, a two-story, 22,600 square foot structure includes a plaza and student square, a student lounge, meeting rooms, and energy efficient photovoltaics installed on its roof. The completely renovated GCC Foundation Center opened on November 5, 2012. The Center is a two-story 21,000 square foot building with classrooms and testing rooms for Adult Basic Education, Adult secondary Education, and English as a Second Language courses. The building also includes an expanded College Bookstore and a café for students.

In December, 2014, renovation and upgrade of Building 200 began and reopened as Building E in December, 2014. Building E, a two-story, 22,600 square foot structure contains ten classrooms/labs, a study room and an exercise room. Slated as GCC’s third LEED-certifies structure, E Building is the fifth new or renovated building constructed on the campus since 2009.

In its continuing efforts to expand and improve facilities, the College began the architecture and engineering design for the renovation and expansion of Building 100 in July 2013; and, the expansion of the Director Gregorio Guevara Perez Crime Lab. The lab will include a classroom for the GCC Criminal Justice Program’s Forensic Lab Technician concentration and a DNA lab for the Guam Police Department is in its planning stages.

Self Evaluation

The College plans, build, maintains and upgrades its physical resources to ensure their effective utilization. The Resources, Planning & Facilities Committee (RPF) of the Faculty Senate plays an important role in this process by assessing and assuring that physical resources provide the necessary quality to support programs and services. Long-range capital improvement plans incorporated into the ISMP are reviewed by the RPF. The ISMP incorporates the Physical Master Plan and Information Technology Strategic Plan and is designed to add/modify and modernize space and technology to meet the College’s education program needs into the year 2020 and beyond.

The planning process for GCC’s physical resources in support of its programs and services evolve from an informal to formal process. The collaborative informal process includes brainstorming sessions with the vice president of finance and administration, vice president of academic affairs, deans, assistant directors (communications and promotions, planning and development, development and alumni, and continuing education), and human resources to assess need and sustainability. A consultant further expands this session to include college representation engaging participants (SWOT analysis) and then developing a conceptualized plan. The draft plan is presented to faculty and no-faculty alike to ensure departmental and programmatic needs are thoroughly addressed (e.g., enrollment growth, resources requirements, and technological and curriculum needs, etc.). The consultant incorporates feedback into a final draft presented to all to review and provide feedback once again.

Through the Planning and Development Office, an announcement for capital improvement projects is posted online as well as at the department chairperson meeting to give faculty and non-faculty an opportunity aside from through the regular budgetary process to submit projects. CIPs are compiled and presented to the Resource, Planning, and Facilities Committee whose members (student, staff, faculty, Faculty Senate Chair, Chair Elect, Faculty Union Chair, Dean, Assistant Director of Planning and Development and the VP Finance and Administration). RPF gives priority to critical projects addressing the health or safety of those who learn and work at GCC. The Priority list is then forwarded to the Committee on College Governance for consideration. Approved projects are presented to the BOT for funding consideration.

The Anthony A. Leon Guerrero Allied Health Build and Learning Resource Center, plus the state-of-the-art Crime Lab that was built on the GCC campus with federal funding, comprise three of the five key facilities identified for construction under the Campus Physical Master Plan of the ISMP. The renovation of the Foundation building is completed and now houses the Adult Basic Education, Adult Secondary Education, and English as a Second Language courses.

Funding for additional facilities to meet future workforce development needs will be relentlessly pursued from federal and local government sources. The college will continue to cultivate its public/private relationship with industry leaders and seek funding through joint ventures or cooperative arrangements. These funding avenues will be necessary in order to complete the myriad projects needed to enable the College to accommodate the anticipated needs of the community and the dynamic and changing workforce requirements.

Actionable Improvement Plans

None

**III C: Technology Resources (Assigned to Bertha Leon Guerrero)**

***3C1.*** Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Descriptive Summary

The College assures that the technology support it provides meets the needs of all segments of the institution. The College, like most other organizations, has acquired an assortment of technology over almost 30 years of existence. This requires technology that can communicate, inter-operate, and share data and resources while reducing the cost associated with training, maintenance and support through the implementation of a comprehensive technology plan.

With this comprehensive technology plan, GCC recognizes that in order to effectively meet its vision to “be the premier educational institution for providing globally recognized educational and workforce development programs,” its staff, faculty, administration, and students must be able to use today’s technology, and be prepared to embrace new and ever-changing technological tools. For this reason, professional development is encouraged and supported so that all constituents are prepared to teach, learn, work, and thrive in a 21st century classroom.

Each year, institutional priorities for professional development are outlined and used to guide PD activities at the college. One such organizational priority deals with the modernization of classrooms, instructional technology, and “greening” of the curriculum.1 Funding for professional development is made available through PDRC (Professional Development and Resource Committee) for faculty and through the Staff/Administrator Development Program Committee for staff and administrators.2

In Fall 2014, GCC initiated a call for all departments to develop comprehensive and unified professional development plans. In addition, staff and faculty members were asked to set goals for educational and career growth. Dr. Liz Diego, TPS Associate Dean at the time, was tasked with leading the faculty in developing a comprehensive plan to include conceptualizing the establishment of a Center for Learning and Teaching and piloting supportive activities for faculty growth.3

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1 [Institutional Priorities for Professional Development, 2014-2015](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/institutionalprioritiesforprofessionaldevelopment20142015.pdf)

2 [MyGCC Announcement, Staff/Administrator Development Program Application Period, Fall, 2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/mygcc/mygccstaffadministratordevelopmentprogramfall2014.pdf)

[3 Memo on Development of a Comprehensive Professional Development Plan for Faculty, August 29, 2014](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/mygcc/PROFESSIONALDEVMemo.pdf)

In Spring 2014, GCC saw a number of Distance Education (DE) planning activities. Starting in January, the company Ellucian, academic Services Division, entered into a contract with GCC to develop a strategic plan to introduce and implement Distance Education to GCC constituents. In February, two Ellucian consultants visited GCC to gather information and make preliminary assessments to write a strategic plan. Meetings were held with faculty, administrators, and MIS to communicate and discuss ideas, information, infrastructure, challenges, and expectations with regard to implementing DE. The contract with Ellucian produced the following reports:

1. GCC Distance Education Market Assessment and Needs Analysis Report to provide information on our potential market/students.4

2. GCC Distance Education Capabilities Report to indicate whether GCC is capable of delivering DE courses. It is important to measure our current academic/teaching capabilities as well as our infrastructure support, library support, and student support (registration, advisment, counseling services). Also, it is pertinent to identify the needs and direction for GCC to offer high quality, seamless, and progressive DE courses;5

3. GCC Strategic 5-year plan to provide the blueprint to guide the implementation of distance education courses.6 Along with the strategic plan, Ellucian must develop GCC’s Distance Education Standard Operating Procedures that will outline the process that encompasses the delivery of DE, both academics and service sides.7

Since the inital visit from Ellucian DE consultants, numberouse meeting have been held.8  In addition, GCC’s Distance Education Task Force regularly convened and held teleconferences with Ellucian consultants to flesh out details of the strategic plan. An ad hoc group of instructors also met with Academic Technology to discuss topic on “Exploring the Future Classroom Experience” and its impact on classroom environment, delivery and student expectations.8

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4 [GCC DE Market Assessment and Needs Analysis final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccmarketassessmentandneedsanalysisfinal.pdf)

5 [GCC DE Capabilities Assessment final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gcccapabilitiesassessmentfinal.pdf)

6 [5-year DE Strategic Plan final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccdestrategicplanfinal.pdf)

7 [GCC DE Standard Operating Procedures final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccdestandardoperatingproceduresfinal.pdf)

8 [GCC Faculty Online Teaching Survey Results](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/GuamCommunityCollegeFacultyOnlineTeachingSurvey512014.pdf)

9 [Distance Learning Student Readiness Survey Results](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/DistanceLearningStudentReadinessSurveyResults512014.pdf)

Evaluation

Actionable Improvement Plan

None

***3C2.*** The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Descriptive Summary

The College’s MIS department is in charge of operations related to information technology services, computing and communications facilities, and information technology hardware and software.

The College has a fully staffed MIS department which oversees and maintains inventory that includes more than 1,000 personal (desktop and laptop) computers. These computers run everything from Macintosh Operating Systems, to Windows 98 up to Windows 7. A growing number of Macintosh computers have been purchased for use primarily for instruction of digital media courses. The College also possesses lab spare computers, monitors, and other equipment on campus should the need arises to replace any down or malfunctioning equipment in the specific labs, which are mostly IBM PC compatible systems. (ISER p194)

Self-Evaluation

● Technology equipment replacement schedule

● Update on ITSP, College Technology Committee, Enterprise Architecture

● Francisco Camacho

Actionable Improvement Plan

None

***3C3.*** The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Descriptive Summary

In assessing the College’s needs for information technology, the ITSP team developed certain core principles to form the foundation for guiding the development of the Enterprise Architecture and desired future state of IT in the College. The team also analyzed trends in technology to ensure its EA and desired IT future were consistent with and supportive of the direction of the industry and profession. Using this information as a start, the team described the current IT situation in GCC and the path needed to reach the desired future state.

The ITSP team articulated a set of guiding principles to drive both the architecture and the vision of the desired future state for IT:

- The College will stay true to its mission.

- The College will keep the student first.

- Information technology, IT staffing and the IT budget are enterprise resources.

- Information exists to support the educational and business objectives of GCC.

- Technology and technology investments must be viewed from an enterprise perspective.

- The educational and business priorities and functional requirements of the College will determine investments in information technology. (ISER p 192)

Self-Evaluation

● Distance Education initiative

● Help Desk update

Actionable Improvement Plan

None

***3C4.*** The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Descriptive Summary

GCC needs to include technology training in individual faculty, staff, and administrator plans and use it as a component of the performance appraisal processes. The College needs to provide more training and more “hands on” support for all employees reluctant to try using technology in their work activities or instructional methodology.

Staff and administrators have the option to submit for and request for training using Staff and Administrator Development Funds. Classes in technology are taught by academic technology department staff in one-on-one and small group environments. MIS, whenever necessary, provides one-on-one or group tutorials to those requesting for or require special instructions or training. Outside vendors and subject matter experts are brought in on occasion to augment the training offerings.

The College provided faculty with training regarding the use of Banner and the Luminis Platform prior to, during and after its deployment. This training was conducted through the Registrar’s office and MIS assisted in facilitating the training rooms or providing technical assistance to the trainers. The College consistently provides updates and holds informational sessions for faculty members if there are updates with the system. (ISER p.189)

Self-Evaluation

● Wes Gima

● DE update

Actionable Improvement Plan

None

***3C5.*** The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Descriptive Summary

# What is GCC’s technology and internet usage policy?

Self-Evaluation

MIS provides information which can be easily accessible on MyGCC. This is the listing of what information is provided:

●  [Important Information](http://ifs.guamcc.edu/adminftp/docs/Important%20Information.pdf)

●  [NEW! Frequently Asked Questions for Management Information Systems (MIS)](http://ifs.guamcc.edu/adminftp/docs/MIS%20FAQ.pdf)

●  [Microsoft Outlook Email SOP](http://ifs.guamcc.edu/adminftp/docs/outlook_gmail_sop.pdf)

●  [Download the Email Phishing Announcement here (PDF)](http://www.guamcc.edu/Runtime/uploads/Files/MIS/EmailPhishing.pdf)

●  [Management Information System(MIS) Site Management SOP](http://ifs.guamcc.edu/adminftp/docs/Site%20Management.pdf)

●  [How to Set Your GCC Gmail as Your Browser's Default Email Client](https://mygcc.guamcc.edu/documents/10354/1565880/HOW%2BTO%2BSET%2BGMAIL%2BAS%2BYOUR%2BBROWER%2BDEFAULT%2BCLIENT.pdf/4645b9b2-3146-4c3d-b749-d69cc20241a4)

●  [How to deactivate Course Site in MYGCC](https://mygcc.guamcc.edu/documents/10354/1565880/HOW%2BTO%2BDEACTIVATE%2BCOURSE%2BSITE%2BIN%2BMYGCC.pdf/9c398f71-5877-4e32-be5a-2585ecefc40e)

Actionable Improvement Plan

Develop and publicize GCC technology and internet usage policy.

**Accreditation Committee Standard IIIC**

Questions on Technology Resources

***Interviewer:*** *Bertha Leon Guerrero / Standard III / 735-0269 / bertha.leonguerrero@guamcc.edu*

***Interviewee****: Francisco Camacho / Data Processing System Administrator / MIS / 734-0540 / Francisco.camacho@guamcc.edu*

*Standard IIIC Technology Resources*

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

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| **Question** | **Response** | **Narrative** |
| *How does GCC ensure that its various types of technology needs are identified?* | · Through the College Technology Committee (CTC)· Referencing & Updating Living Documents: ITSP-Institutional Technology Strategic Plan/EA-Enterprise Architecture (for guidance, direction, and compliance)· Work Order Submissions· Divisional Meetings Reports· Management Team Meetings Reports· Board of Trustees Quarterly Reports· Banner Core Group Meetings Reports· Website Committee· Student, Faculty, Staff, & Administrator Representation in Committees (CTC, BANNER Core Group, Website, etc..)  | GCC utilizes a variety of means to ensure that its various types of technology needs are identified. One such vehicle is the College Technology Committee (CTC). Other means for identifying such needs include information gathered from reports that come from divisional meetings, management team meetings, Board of Trustees Quarterly reports, banner core group meetings, and website committee meetings. Moreover, GCC identifies technology needs via the Institutional Technology Strategic Plan (ITSP) and Enterprise Architecture (EA) – both living documents use for guidance, direction, and compliance.             |

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| *How does GCC evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?* | · Assessmento Improvements made· Automated Work Orders through E-Maint System (work.order@guamcc.edu)o Completion Time Analysiso Within 7 days turnaroundo Scheduled Projects· Ellucian Customer Support Centero Low-to-High Priority or Critical Support· Mid-year and Year-end Performance-based Evaluationo Meeting majority of set goals· Budgeting & Cash flowo Sufficient· Outsourced Technical Support with hardware and software vendorso TechProven (Banner, DBA, Network, VMWare, Disaster Recovery, etc.)o Data Management Resources-DMR (DELL Server & VMWare Support)o Marianas Electronics-M.E. (Macintosh HW Repairs, Multimedia Repairs) |   |

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| *How does GCC make decisions about technology services, facilities, hardware, and software?* | · Upper Management Directives, Initiatives, & Priorities· Student, Faculty, Staff, and Administrator Concerns & Requests via CTC & BANNER Core Group Representatives· Management Information Systems (Mostly Operational)· College Technology Committee (Institutional Technology Recommendations via College Governing Council)· Department Chairpersons Requests· Faculty Requests· Employee Requests· GovGuam Wide Compliance Requirements· Federal Mandates & Compliance Requirements· Planning & Development Projects· Assessment Findings· Network Vulnerability Tests· Procurement Rules & Regulations· Manufacturer & Market Forces Dictating Technology Availability (upgrades, versions, venues, methodologies)· Budget Constraints & Cash flow |   |

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| *Whether technology is provided directly by GCC or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security?* | · Reliability through:o Network monitors by InterMapper, SolarWinds, multi-prong Internet connections, etc.o VMWare failover features, UPS, Generatoro Hardware, Software, and Data Standards· Disaster Recovery through:o Ongoing scheduled server backups for disaster recoveryo Disaster Recovery Remote Site for BANNER Database and BANNER INB, MyGCC Portal, with plans to move Enterprise Resource Planning system to the Cloudo Offsite tape backup storage· Privacy & Security through:o TouchNet (used to protect Credit Card data for privacy and security)o System access is strictly based on Username/Password credentialso WiFi is also used based on Username/Password credentials or as authorizedo Firewall System security measureso Implemented Security level access based on user profiles from guests, students, employees, system administrators, security officers, etc. | Provisions for reliability of technology provided |

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| *How does GCC make decisions about use and distribution of its technology resources?* | · Upper Management Directives, Initiatives, Priorities· Student Concerns & Requests via CTC & BANNER Core Group Representatives· Management Information Systems (Mostly Operational, Hardware Replacement Cycle)· College Technology Committee (Institutional Technology Recommendations via College Governing Council)· Department Chairpersons Requests· Faculty Requests· Employee Requests· Assessment Findings· Network & Server System Monitors |                      |

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| *How does GCC evaluate the effectiveness of technology in meeting its range of needs? How effectively are those needs met? (Federal Regulation)* | · Compliance of both federal and local laws (CIPA, HIPPA, FERPA, PCI-DSS/PA-DSS)· Directives, Policies & Procedures:o Online, Social Network, & Distance Education Policieso E-mail Directiveso Banking Assessments· Assessmento Use of Assessment Results, Implementation, & Post-Implementation Evaluationso Goals & Objectives Meto Positive Impacts made· Work Orders Analysiso Count / Quantityo Duration or Length of time to completeo Ratio of Open/Close Work Orders· Technical Employee Hiring & Training (MIS qualifications)· Departmental Employee Hiring & Training (Technology Skillsets)· Faculty & Student Training in use and care of technology· Benefits of Upgrades & Technology Implementations· Reduction of costs, Cost-savings, or Economic advantages (higher specifications at lowered costs)· Performance-based Evaluationo Meeting majority of set goals· Prioritization of funds and advance budget planning |   |

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| *How does GCC make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met?* | · Academic Management or Administrator Directives, Initiatives, Priorities, & Requests· Faculty Concerns & Requests via CTC & BANNER Core Group Representatives· Meeting & Discussions with Management Information Systems· Department Chairpersons Requests· Faculty Requests· Assessment Findings· Availability of Funds & Budget Priorities Constraints & Cash flow |                    |

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| *Whether technology is provided directly by GCC or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regular* | · Through Service Level Agreements (SLA) with outsourced hosting and support vendor – Remote Learner· As Annually Budgeted and as submitted for Growth Budget· As Institutionally Supported by Upper Management· Through required certifications & training for DE Faculty· Through in-house technical support via MIS & Academic Technologies· Test & Training Remote Learner sites available· Ongoing & available technical support for system administrations· Through Moodle Online Support Resources |                             |

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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| **Question** | **Response** | **Narrative** |
| *What provisions has GCC made to ensure a robust, current, sustainable, and secure technical infrastructure that provides maximum reliability for students and faculty?* | · Using and Updating the ITSP/EA documents to provide guidance & direction· Use of Hardware Replacement Cycleo 3-5 Years Upgrades of Labs through Technology Fee or grantso 3-5 Year Upgrades of Office Computers through departmental budgets or grantso Instead of GSA surveying, rotations or re-distribution of computers from recently upgraded labs (mostly to secondary programs) are conductedo 5-Year Upgrades of Serverso Ongoing Networking Infrastructure (cabling) & Equipment Upgrades· Ongoing & Annual Multimedia Upgrades & Maintenance· On-demand or via work order submission to immediately address reliability or system down issues· Ongoing or on-demand training for technology· Internet Bandwidth:o Utilization Monitoringo Multi-prong Connectivityo Bandwidth utilization must be less than 75%· Internal Network Utilization Monitoring· Six-month review of standard specifications and costs· Annual hardware & software bid for desktops, laptops, ultra-books, and tablets· Student & faculty concerns through committees |   |

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| *What evidence is there that GCC bases its technology decisions on the results of evaluation of program and service needs?* | · Assessment Reports· Budgets· Meeting Minutes· Bids, Bid Awards· Requisitions, Purchase Orders, Invoices, Receipts· Policies, Directives, Procedures· E-Mails· Voiced concerns at Meet the President· Curriculum Changes |               |

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| *How does GCC prioritize needs when making decisions about technology purchases? How effectively are those needs met?* | · Availability of Funds or Cash Flow, or as Budgetedo Sufficient· Technology Fee Funds – 1st Contractual Obligations for Operations & Maintenance, 2nd Upgrades, 3rd Growtho Sufficient· Appropriated Funds & NAF – 1st Contractual Obligations for Operations & Maintenance, 2nd Upgrades, 3rd Growtho Sufficient· Reprioritization of Funds for Emergencieso As determined |                   |

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| *How does GCC make decisions about use and distribution of it technology resources in relation to DE/CE?* | · Academic Management or Administrator Directives, Initiatives, Priorities, & Requests· Faculty Concerns & Requests via CTC & BANNER Core Group Representatives· Meeting & Discussions with Management Information Systems· Department Chairpersons Requests· Faculty Requests· Assessment Findings· Availability of Funds & Budget Priorities Constraints & Cash flow |               |

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| *What provisions has GCC made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs? (Federal Regulation)* | · Using and Updating the ITSP/EA documents to provide guidance & direction· Use of Hardware Replacement Cycleo 3-5 Years Upgrades of Labs through Technology Fee or grantso 3-5 Year Upgrades of Office Computers through departmental budgets or grantso Instead of GSA surveying, rotations or re-distribution of computers from recently upgraded labs (mostly to secondary programs) are conductedo 5-Year Upgrades of Serverso Ongoing Networking Infrastructure (cabling) & Equipment Upgrades· Ongoing & Annual Multimedia Upgrades & Maintenance· On-demand or via work order submission to immediately address reliability or system down issues· Ongoing or on-demand training for technology· Internet Bandwidth:o Utilization Monitoringo Multi-prong Connectivityo Bandwidth utilization must be less than 75%· Internal Network Utilization Monitoring· Six-month review of standard specifications and costs· Annual hardware & software bid for desktops, laptops, ultra-books, and tablets· Student & faculty concerns through committees |   |

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| *What evidence is there that GCC bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE?* | · Assessment Reports· Budgets· Meeting Minutes· Bids, Bid Awards· Requisitions, Purchase Orders, Invoices, Receipts· Policies, Directives, Procedures· E-Mails· Concerns brought up at Meet the President· Curriculum Changes |                 |

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

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| **Question** | **Response** | **Narrative** |
| *How has GCC provided for the management, maintenance, and operation of its technological infrastructure and equipment?* | · Approval of Funding & Budget Plans· Hiring & Training of Employees· Formation of Academic Technologies Section· Upper Management Support· Approval of Requisitions, Training Requests, Travel Authorization· Approval of Upgrade· Upper Management Approval of Renewals for licenses, service subscriptions, outsourced technical support, extended warranties, etc.· Replacement cycle of computer labs and servers· Upgrades of networking equipment (switches, routers, access points, etc.) and cabling systems· Upgrades of Wi-Fi / Wireless equipment· Use and update of ITSP/EA document for guidance and direction |                           |

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| *Does the college provide an appropriate system for reliability and emergency backup?* | · Yes & No, depending on which part of the “system” being questioned· Yes, on actual BANNER INB applications & database· Ongoing MyGCC Portal Disaster Recovery implementation· Yes, on having in place a Disaster Recovery site of the most critical component of the system· Multi-prong Internet connectivity in place with current ISPs up to year 2018· VMWare failover features, UPS for ERP Servers· Backup networking equipment in case of equipment failure (lightning strikes, extreme power spikes, fire, water damage)· Plans are underway to move our ERP into the Cloud · No, on generator that is malfunctioning and no on Guam Power Authority reliability |                        |

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

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| **Question** | **Response** | **Narrative** |
| *How does GCC assess the need for information technology training for students and personnel?* | · For MIS Personnel, we have done skillsets, knowledge-based and know-how assessments to determine such need and then we identify the required training to address the gaps between job qualifications and current technology support needs. · Training Plans· There is currently no formal process established to assess actual need for student and employee technology training outside of the MIS section; however, it is understood that the following approaches are being used:o Course pre-testso Student surveyso Communication in committees· Employee evaluations· Training Plans according to system upgrades |                     |

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| *What technology training does GCC provide to students and personnel? How does GCC ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated?* | · Academic Technologies section under the Finance & Administration Division provides various training throughout the year on different system topics, system tools, computer equipment, multimedia, applications, and software.· MIS is always undergoing training, but it is a challenge to keep up due to the fast-paced changes and upgrades that occur with technology. The current ERP, for example, is always being upgraded and some upgrades are minor, but before we can even finish basic pre-requisite training, major upgrades occur making it very difficult to catch up and be self-sufficient or to become independent of outsourced technical support.· Ideally, when new technology is introduced and MIS is consulted prior to its implementation, then training needs are identified and conducted. But this is not always the case as some technology implementation occur off the MIS radar or technology-related grant applications are submitted and awarded without identifying appropriate training and technical support needs.· When training is provided and is closely linked to actual implementation or technology use, it is usually effective. However, when training is conducted without linking to GCC’s environment, it is not as effective.· The true evaluation is being able to do what is expected of the individual after the training is received, which is not always the case, as mentioned immediately above.· Most training are evaluated by simply doing a training evaluation or survey immediately after the training is conducted. |   |

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| *How does GCC assess the need for information technology training related to DE/CE?* | · Self-assessments are usually conducted by those planning on doing DE/CE, whether you are a student or facultyo Requirements are pre-determined and if not met, then the training need is easily identifiedo Certifications not yet attained are required and thereby training for certification is identified· Qualifications or skillsets reviewo Counselor or advisor assisted student reviewo Employee qualifications, credentials, and background skillsets review· Actual formal processes need to be established to assess actual need for student and employee technology training outside of the MIS section; however, it is understood that the following approaches are being used:o Course pre-testso Student surveyso Communication in committees  |                            |

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| *What technology training and information does GCC provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale?* | · Faculty personnel are required to get certification to participate in Distance Education teaching· There is currently no formal process established to assess actual need for student technology training in DE; however, it is understood that the following approaches are being used:o Student Readiness Quiz & Scoring On websiteo Pre-requisite Information as publishedo Course pre-testso Student surveyso Communication in committees· Yes, training is different between DE/CE and traditional teaching mode. The rationale is computers, Internet, and online technology skillsets for Distance Education are NOT optional compared to many face-to-face courses. |                       |

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

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| **Question** | **Response** | **Narrative** |
| *How does GCC make decisions about use and distribution of its technology resources?* | · Board of Trustees Policies· Upper Management Directives, Initiatives, Priorities· Student Concerns & Requests via CTC & BANNER Core Group Representatives· Management Information Systems (Mostly Operational, Hardware Replacement Cycle)· College Technology Committee (Institutional Technology Recommendations via College Governing Council)· Department Chairpersons Requests· Faculty Requests· Employee Requests· Assessment Findings· Network & Server System Monitors |                     |

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| *What provisions has GCC made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs?* | · Using and Updating the ITSP/EA documents to provide guidance & direction· Use of Hardware Replacement Cycleo 3-5 Years Upgrades of Labs through Technology Fee or grantso 3-5 Year Upgrades of Office Computers through departmental budgets or grantso Instead of GSA surveying, rotations or re-distribution of computers from recently upgraded labs (mostly to secondary programs) are conductedo 5-Year Upgrades of Serverso Ongoing Networking Infrastructure (cabling) & Equipment Upgrades· Ongoing & Annual Multimedia Upgrades & Maintenance· On-demand or via work order submission to immediately address reliability or system down issues· Ongoing or on-demand training for technology· Internet Bandwidth:o Utilization Monitoringo Multi-prong Connectivityo Bandwidth utilization must be less than 75%· Internal Network Utilization Monitoring· Six-month review of standard specifications and costs· Annual hardware & software bid for desktops, laptops, ultra-books, and tablets· Student & faculty concerns through committees |   |

**Standard III D: Financial Resources (Assigned to Jose Lopez and Christie Ginson)**

**(3D1 – 3D8 – Assigned to Jay Lopez)**

**Planning**

***3D1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)***

Descriptive Summary

GCC has the financial resources derived from tuition, government allocation, scholarships and grants, and other means to improve infrastructure, facilities, equipment, and manpower that are needed to enhance and sustain the delivery of quality education and job training. Every year since 2012, the revenues have been sufficient to fund expenditures. This has been possible because of the prudent management of financial resources. Financial transactions are transparent to the public and accounting books are annually scrutinized by an independent auditor. Allocation of resources is guided by Institutional Priorities, Institutional Strategic Master Plan, and an established protocol to determine prioritization of funding among the different departments and units. Sound budgetary measures ensure the financial stability of the institution.

Self-Evaluation

Since 2012, GCC’s revenues have been consistently greater than expenditures. In 2012, revenues were $40.0 million while expenses totaled $37.7 million.[[28]](#footnote-28) The surplus in revenues happened even when operating expenses increased, notably in scholarships and fellowships. In 2013, revenues of $39.9 million were higher by about four million dollars than the expenses, which were $36.3.[[29]](#footnote-29) This year was marked by an 11% increase in Government of Guam appropriations from $14.6 million in FY 2012 to $16.2 million in FY 2013. In 2014, revenues stood at $36.2 while expenses were about three million less at $$33.0. Through all the years since 2012, there have been sufficient funds for academic support, student services, instruction, scholarships, and fellowships.

Financial resources have been managed in such a way that transactions are carried out with public accountability and disbursements are monitored to ensure sound financial status. The proof of this prudent handling of resources is the favorable report of Deloitle & Touche, LLP, an independent auditor who examines GCC’s books annually.[[30]](#footnote-30) In fact, the institution is among only a few government agencies that consistently pass rigorous accounting procedures. GCC also continues to maintain low-risk status for consecutive fiscal years since 2001, and is consistently commended for maintaining this status. GCC is the only Government of Guam agency to hold the low-risk status.

Resources are allocated according to guidelines for prioritization. Each department or unit’s assessment of financial needs is one of the bases for budgeting. In addition to that, the list of institutional priorities[[31]](#footnote-31) and stipulations in the Institutional Strategic Master Plan serve as guides to the channeling of funds. All departments’ budget requests are justified utilizing the performance budgeting process. GCC’s financial planning involves stakeholders at all levels. Budget input is made at the department level and reviewed by the department’s respective Dean. The College’s overall budget request is also reviewed by the Faculty Senate’s Resource and Budget Committee for comments and recommendation. The President’s management team serves as an additional tier in the College’s financial planning and budget review process and the Board of Trustees serves as the last and final review and approval process of College’s overall financial needs.

Actionable Plan

None

3D2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Descriptive Summary

Financial planning and management of resources are consistent with GCC’s annual planning cycle that is guided by ISMP, Program and Course Assessment Plans, and Program Review.[[32]](#footnote-32) The institutional mission serves as the guide for the different departments and units’ determination of financial resources needed for any fiscal year. Allocation of resources to the different financial needs of the institution relies on set guidelines for prioritization based on the current need and performance of departments and units. The Board of Trustees, key administrators, faculty, and staff collaborate to ensure that GCC consistently earmarks expenditures to support institutional plans.If any stakeholder wishes to check if government funds are appropriately spent, he or she can readily check the financial report of GCC because it is accessible to the public via the GCC home page. In order to mitigate cash flow difficulties, additional resources are derived from other means such as investments, grants, and scholarships. In order to have sound risk management, the College allots sufficient fund for different kinds of insurance.

Self-Evaluation

As part of the annual fiscal planning process, GCC reviews its institutional mission and department goals.[[33]](#footnote-33) For any fiscal year, all departments must indicate: a) between three to five goals and objectives; b) performance indicators; and, c) proposed outcomes for each of these goals.[[34]](#footnote-34) For departments with multiple degree programs, the three requirements must be linked to each individual program. The goals, objectives, performance indicators, and proposed outcomes are used to assess department budget requests for the current fiscal year and in the future.

GCC has documented guidelines for budget preparation that are clearly linked to both short and long-range plans.[[35]](#footnote-35) As mentioned above, current and future budget requests are evaluated for justifiability. Growth budget is accepted with the approval of the Deans and Vice President. The expected increases in the base budget are for salary increments, utility, and insurance increases. Requests for increases in budgets must be due to additional funding of programs and departments based on documentation in TracDat. Examples include new curriculum, additional classes, and added department function. Approval of departmental budgets is based on institutional priorities in allocation as exercised by the Board of Trustees.

The content and timeline for for financial planning depends primarily on the Institutional Strategic Master Plan. An example of a schedule of key dates for FY 2017 budget is given below.

|  |  |
| --- | --- |
| Date | Activity |
| 10/15/15 | Distribution of Forms and information on MyGCC |
| 10/29-30/15 | Budget Training |
| 11/13/15 5pm | -Submission of Departmental budgets, goals to Deans for academic departments-Submission of Budgets for non-academic departments due to Division Heads |
| 12/1/15 5pm | Submission of all budgets to Business Office |
| 12/2/15 - 1/4/16 | Budget compilation process by Business Office |
| Jan 2016 | Budget review by Resources, Planning, and Facilities, and College Governing Council Committee  |
| Feb 2016 | Preparation of budget; Approval by BOT |
| 2/15/16 | Submission to BBMR and Legislature |

GCC’s fiscal expenditures in the past have supported the achievement of institutional plans.This achievement has been made possible primarily because of Five-year Strategic Resource Plan for 2012-2016 period.The resource plan is part of GCC’s annual planning cycle that integrates the College’s Institutional Strategic Master Plan (ISMP), program and course assessment plans, program review, and budget planning process.[[36]](#footnote-36)

The ending balance of unrestricted funds for the institution’s past three years are $12,002,124 for 2014,[[37]](#footnote-37) $11,010,597 for 2013, and $5,995,310 for 2012.[[38]](#footnote-38) These amounts are sufficient to maintain a reserve needed for emergencies. As for the overall revenues, financial resources come from government appropriations, students’ fees, grants, scholarships, and earnings from investment. These revenues are enough to finance operating activities, which amount to $12,488,000 in 2013 and $11,366,000 in 2012.[[39]](#footnote-39) In order to mitigate cash flow difficulties, the College raises funds in the form of investments, loans, grants, and scholarships. Noncapital financing activities actually brought in $14,413,000 in 2013 and $18,533,000 in 2012.

Commercial insurance exist to provide for claims arising from various risks or losses such as: operation liability, errors and omissions; injuries and illnesses of employees; natural disasters; employee health, dental, and accident benefits; and, destruction of, damage to, and theft of assets. The institution has sufficient funds to pay for the different kinds of insurance it needs. Incidentally, no material losses have been sustained as a result of the College’s risk management practices over the years 2014, 2013, and 2012.[[40]](#footnote-40)

Actionable Plan

None

3D3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Actual allocation of financial resources is not a contentious issue because budget management is the result of consultation with constituents. Participative planning brings about an acceptable consensus. Financial management at GCC harnesses the College’s governance structure that provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. The Resource, Planning, and Facilities Committee of the institution reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects, including those 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 the discussion on concerns and issues regarding needed resources and facilities. The members of the committee are the Faculty Senate President, Faculty Senate President-Elect, Past Faculty Senate President, Faculty Union President, Vice President of Business and Finance, Facilities and Maintenance Coordinator, Dean of Trades and Professional Services, Dean of Technology and Student Services, two staff union representatives, and a student representative. All the members represent all the stakeholders of the campus community.

Aside from the Resource, Planning, and Facilities Committee, the College Governing Council is a key component of the College’s governance structure. The members of the Council are faculty, staff, administrators, and students. It gathers input from its constituencies and forwards recommendations to the President for action. It provides broad participation in the development of institutional plans and budgets.

Self-Evaluation

GCC’s financial planning and budget development involves stakeholders at all levels. All departments and units’ budget requests are justified by documentation of performance. Budget input is made at the department level and reviewed by the department’s respective Dean. The College’s overall budget request is also reviewed by the Faculty Senate’s Resource and Budget Committee for comments and recommendation. The President’s management team serves as an additional tier in the College’s financial planning and budget review process, and the Board of Trustees serves as the final review and approving body of College’s overall financial needs.

The College’s financial planning is clearly defined and driven by its institutional plans. These plans methodically project the growth and expansion needs of the institution, and determine the funds needed for these projections. Revenue-generating and cost-saving measures are solicited by the College from its stakeholders and incorporated in the financial planning and budget development.

The general public can access documents pertaining to the institution’s financial planning and budget management via the College’s website. In accordance with the dissemination of information regarding the College’s financial status, the President regularly updates the campus community in meetings with students and employees.

Actionable Plan

None

**Fiscal Responsibility and Stability**

***3D4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

Descriptive Summary

The resources that are at hand, and those that can be raised using loans and grants, need careful validation so that budget development can be effective and reliable. In this regard, accurate reporting of funds actually and potentially accumulated is a must. Not to be disregarded are the size and type of expenditures needed to make student programs and services viable in the short- and medium-term. The President’s management team, Board of Trustees, and Faculty Senate’s Resource and Budget Committee are always guided by the Institutional Strategic Master Plan and departmental assessment plans. These plans exemplify institutional and departmental goals and objectives that guide the planning and acquisition of resources so that the College can operate efficiently and accommodate growth consistently.

One of the most important components of GCC’s financial planning is program review. Program and student learning outcomes are analyzed bi-annually to determine if revision is required to update and make more relevant the program goals. Program review facilitates assessment of funds needed to realize the education that is responsive to the demands of current circumstances.

Self-Evaluation

The budget goals and funding level for the college are reviewed and approved by the Board of Trustees. College funding prioritizes student learning as stipulated in institutional and departmental goals. Department/unit assessment and program review results are also utilized to determine resource allocation so that the College can manage financial resources in the most coordinated and fiscally responsible manner.

The College’s TracDat provides evidence for the maintenance and assurance of the institution’s financial integrity in meeting the needs of students and community workforce. Tracdat, which is a data assessment and management software accessible to all faculty and staff, allows faculty to conduct continuous assessment of student learning outcomes and identify resources needed for the enhancement or execution of SLO’s.

In accordance with prudent financial management, the College’s management team reviews and discusses national and local economic conditions that may impact the financial standing of the local government. These initiatives of the management team are essential because the College’s budget appropriation is affected by developments in the island’s economy. With the reviews and discussions, the College can be proactive in terms of foreseeing economic scenarios and adjusting accordingly to financial imperatives. In all these efforts to be fiscally responsible and stable, the College is always determined to deliver quality education and training in order to fulfill its vision and mission.

Actionable Plan

None

3D5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Descriptive Summary

Management of financial resources in terms of accumulation and dispensing is closely monitored using institutional guidelines. An internal structure for accurate accounting is in place to ensure reliability of cash flow and dependability of non-monetary assets. To secure adherence to sound practices, current financial management is evaluated and analyzed using tried and tested assessment procedures. The results of continual monitoring are used to formulate guidelines for future management of financial resources and improvement of internal control systems.

Appropriate allocation and use of financial resources to support student learning programs and services are backed up by financial documents. Institutional responses to external audit findings are comprehensive and timely. To ensure the financial integrity of the institution and responsible use of financial resources, all purchase requests and contracts are subjected to a multi-layer review and approval process. The originator requesting approval is responsible for preparing documentation for such request. The requisition is then reviewed by the department chairman or division manager. This review checks sufficiency of funding appropriateness of fund use. Commitments over $1,000 must be approved by the concerned Vice President.Commitments over $5,000 require review and approval of the Vice President of Finance and Administration Office. All commitments are reviewed by the Vice President of Finance and Administration to ensure that proper procedures have been followed and sufficient funding is available. All major purchases of $250,000 and contracts must be approved by the Board of Trustees.

The assessment of the use of financial resources occurs at many levels and happens at regular intervals or at regularly scheduled meetings. At the onset of the budget development process, departmental program reviews should determine the level of staffing, supplies, equipment, etc., necessary to support the stated goals of the department. Budget requests are made and funded after being reviewed and evaluated by the administration and the President. At the end of the year, annual program reviews are evaluated to determine the outcomes of the departments and how effective each department has been in achieving its stated goals. Based on these evaluations new budget requests are evaluated and considered for funding in the upcoming year. Each year, budget overviews of the previous fiscal year provide lists of accomplishments by departments and the College as a whole.

The multi-level review and approval process serves as a control mechanism to protect the integrity and efficient use of the college’s finances. Additionally,managers have access to current account balances via the College’s public reports in electronic form.

Self-Evaluation

The financial reports system and the format of the budget document provide dependable and timely information for sound decision-making by the Board. The new version 4 of Tracdat now features “budget impact” as one of its custom fields.[[41]](#footnote-41) TracDat facilitates faculty assessments of student learning outcomes and presents evidence of needed resources for the enhancement or execution of SLO’s.[[42]](#footnote-42)

The Resource Planning and Facility (RPF) Committee of the College’s Faculty Senate is involved in the institution’s planning and budget development process.[[43]](#footnote-43)

The College has achieved the goal of assuring financial integrity and responsible use of financial resources by making sure the financial management system has appropriate control mechanisms and by instituting procedures with fiscal, purchasing, payroll, and budget department staff to disseminate dependable and timely information for sound financial decision making. Internal control procedures are in place to assure the financial integrity of the institution and responsible use of resources. Financial management system control mechanisms include security logins, a separation of duties with financial procedures, signature requirements, and the procurement process. Furthermore, the College is audited on an annual basis for its internal control measures and the report has not indicated any weaknesses in the organization’s internal control.[[44]](#footnote-44) Monthly fiscal reports are provided as information to the Board, and include the status of revenues, expenses, and reserve levels.

Actionable Plan

None

3D6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

Transaction records are reliable and error-free to accurately track status of financial resources. Documents related to business dealings are reviewed for errors and inconsistencies, if there are any. To ensure appropriateness of business transactions, dealings are reviewed and analyzed if they are in consonance with budgetary guidelines for the current fiscal year. A wrong financial decision jeopardizes the funding for student programs and services that the institution is obligated to provide. The College’s financial documents reflect the appropriate allocation of funds to support achievement of goals for student learning.

Audit reports have been submitted by the College for the last decades, and audit findings are immediately addressed and corrected. These audit reports are accurate documentations of financial resources that support student learning and fiscal integrity. The College adheres to federal and local guidelines, and follows standard auditing practices. Deloitte & Touche LLP, an independent auditor, reported favorably on GCC’s compliance and internal control over compliance in March, 2016.[[45]](#footnote-45) In the auditor’s summary of results, material weaknesses, significant deficiencies, noncompliance material in the financial statement were not identified nor noted. The same is true for GCC’s internal control over major federal programs.

GCC’s budget and allocation decisions are aligned with the goals,mission, and objectives identified by the stakeholders of the campus community. The information related to budget and planning is made transparent to department heads, faculty, administrative heads, staff,and students so that decisions can be reached by means of collaborative effort. Furthermore, audit findings are made available to the public via the Public Reports link in [www.guamcc.edu](http://www.guamcc.edu) homepage.

Self-Evaluation

The audited financial statements of the College reflect fiscal stability and responsibility This has been proven by sixteen consecutive years of favorable audit results reported by independent auditors. The credibility of financial documents including the budget reflects positively on the financial management and oversight provided by the administration that ensures that appropriate controls and procedures are in place and followed.

GCC continues to provide appropriate responses to all financial inquiries, and works closely with Deloitte and Touche LLP, the independent auditor, to maintain its fiscal accountability and status as a low-risk auditee By providing timely corrections to audit exceptions and management advice received from the auditor, the College.is able to allocate financial resources to improve student learning programs and services.

Through meticulous planning and management of federal and local funds, the College is able to maintain its fiscally responsible status as a low-risk government institution. GCC has set forth a framework for the Board of Trustees and the College administration to observe and analyze future implications of major financial decisions.[[46]](#footnote-46) This five year guide on resource planning for the period 2012 to 2016 is “part of the College’s annual planning cycle that integrates the College’s Institutional Strategic Master Plan, Program and Course assessment Plans and Program review with the resources necessary to meet these strategic planning objectives.”[[47]](#footnote-47) Furthermore, the institution has continually adjusted its guidelines for budget preparation to ensure prudent allocation of financial resources.[[48]](#footnote-48) The process for management of financial resources incorporates institutional mission, department goals and outcomes, the actual budget, assessment via TracDat, and analysis of outcomes.

The College‘s financial records indicate the budgeted allocation and, in the monthly reports to the Board, the percentage of funds used by major departments and categories.

Actionable Improvement Plans

None

***3D7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

Descriptive Summary

The annual audit of GCC’s financial resources has so far yielded favorable results. In response to this healthy state of financial management, the institution is unwavering in its obligation to public accountability, transparency, and free access to its account books. Practices that work are retained, while those that do not are reviewed, revised, or avoided. The attention given to the results of external auditing results in the institution’s annual management of financial resources consistently given passing marks.

The annual budget and audit reports are provided publicly via the institution’s website and BOT meetings which are held monthly. Through various meetings with students and employees, the President shares information about the financial status, expansion plans, and capital improvement projects of the institution.

Budgets are assigned to a system of cost centers which are generally tied to departments, programs, and offices or functions. When spending exceeds allocation, the business office sends advisory reports to concerned departments or units.

Self-Evaluation

For at least four times a year, the President holds meetings with faculty and staff to provide information about the current plans and accomplishments of the college.

Since the fiscal information is shared regularly with constituents, the College strives to complete its institutional planning and financial management in a timely manner to appropriately inform stakeholders on important decisions being made regarding the College’s future programs and services.

Aside from the institution’s websites, BOT meetings, and campus meetings, the College’s financial information is shared via the institution’s annual report.

Actionable Improvement Plans

None

***3D8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.***

Descriptive Summary

The accuracy of GCC’s financial reports is examined before they are released for reporting purposes. The soundness of the use of financial resources depends on adherence to prudent allocation to prioritized programs and activities. Budgetary guidelines are observed. Every fiscal year, financial resources are directed to personnel pay, upgrade of facilities and equipment, maintenance of learning programs and activities, among others. This allocation of financial assets is routinely reviewed and assessed for future budgetary guidelines.

The internal control system for financial resources is characterized by multi-level approval process, institutional guidelines that are consistently adhered to, and government approved accounting practices.

Before funds can be allotted, a requisition is first reviewed by the department chairman or division manager to see if the proposed expenditure can be funded and is in accordance with institutional priorities. The request goes to the Vice President for Academics or Vice President of Finance and Administration, depending on the branch of organization the request comes from. At any rate, the VP for Finance and Administration reviews all requests to make sure that proper procedure is observed and sufficient funding is available. In consonance with prudent principles for fund management, requests involving $250,000 or above are reviewed and approved by the Board of Trustees.

The institutional budget goes through the scrutiny of the Board of Trustees. Federal funds and other financial resources not coming from the Government of Guam are administered by the Business Office. As GCC receives funds from grants, financial employees make sure that expenses are in accordance with stipulated objectives. The Business Office, which is a department within the Finance and Administration Division, administers the budget process with due regard to institutional guidelines. The accounting process observed at GCC operates according to federal and local regulations. In its effort to practice fiscal integrity, the College keeps appropriate documentation of expenditures that support student learning outcomes.

The multi-level approval process, responsive fiscal management, and government- approved accounting practices ensure that the use of financial resources is justifiable and effective in all respects. The soundness of resource allocation can be determined by regular or periodic assessments and evaluations carried out by internal assessors. The results of assessing the internal control system are indispensable to future management of financial resources.

 .

Self-Evaluation

The current control system for financial resources is substantially focused on the management of allocation and expenses, and effectively monitors the documentation and auditing of the College’s monetary assets. In line with the adoption of reliable practices, evaluation of the financial and internal control systems forms an important part of policy guidelines because questionable decisions need to be avoided.

In 2015, Deloitte and Touche LLP reported that the GCC complied in all material respects with applicable compliance requirements. The results of the tests applied by these independent auditors did not show any instance of noncompliance or other matters that are required to be reported under Government Auditing Standards.[[49]](#footnote-49)

Actionable Improvement Plans

None

**(Standards 3D9 - 3D16 – Assigned to Christie Ginson)**

***3D9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.***

Descriptive Summary

GCC has been resilient in sustaining periodic financial constraints generated by the Government of Guam’s budget deficit across several years. Despite these uncertainties, the College has been able to maintain or exceed the five percent cash reserve to maintain operational stability. In the past three years (2012-2014), the College has been able to maintain an average year-end unrestricted fund balance of approximately $8.5 million.[[50]](#footnote-50) This achievement can be attributed to the campus community’s conscientious efforts in finding ways to increase revenues and reduce operational costs.[[51]](#footnote-51) The College continues to monitor the economic situation of the Government of Guam, as it receives in total 60 percent of its total funds locally and 90 percent of its personnel funding from local appropriations.

GCC has periodically experienced funding shortfalls and as of February 2015, the college received only 16% or approximately $3.05 million of its FY 2015 total appropriations from the General Fund. This shortfall was further exacerbated by the slow release of funds which caused undue strain on the College’s financial resources and consequently affected current and future programs. Although the College continues to seek additional funding from non-Government of Guam sources, it still requires an increase in its base budget in order to meet future educational services demands. The business office staff monitors cash flow on a weekly basis and takes steps to hold back on expenditures temporarily when appropriate.

Self-Evaluation

At the end of FY 2014, the net income of the College increased by approximately $3.5 million which is 11% or $352,000 higher than its net income from FY 2013. This brought the

cumulative net income for the College to $44.2M.

The Guam Community College (GCC) received unmodified, clean opinions on its fiscal year

FY 2014 financial statements and reports on compliance and internal control from independent

auditors, Deloitte & Touche, LLP. No material weaknesses or significant deficiencies were

identified. GCC continued to maintain its status as a low-risk auditee for the 14th consecutive fiscal year. GCC is to be commended for this significant accomplishment, as it is the only Government of Guam (GovGuam) agency to maintain a low-risk status for this long.

The largest contributor for the increase was the $3.7M increase in Federal Grants and Contracts from $11.7M in FY 2013 to $15.5M in FY 2014.

Overall, total revenues amounted to $39.9M in FY 2014, which is a $3.8M increase from the $36M earned in FY 2013. GCC derived its revenues from three major sources: 43.7% (or $17.4M) from GovGuam Appropriations, 38.8% (or $15.5M) from Federal Grants and Contracts, and 7.5% (or $3M) from Student Tuition and Fees of $8M net of scholarship discounts and allowances of $5M. With nettuition and fees bringing in less than 10% of total revenues, GCC relies heavily on GovGuam to fund operations.

The College continued to maintain its operations during fiscal year 2014 as enrollment was stable and comparable to prior years. Due to decreased funding from the Manpower Development Fund, restrictions were placed on local budgets. With the release of the merit bonus by Governor Calvo and the Department of Administration in FY13, the College was challenged to pay out a total of four years of merit bonuses consisting of three prior years plus the current year, totaling $101,895 in FY14. The College implemented restrictions on institution spending as local general fund appropriations covered a majority of salaries and benefits. In line with PL 32 -068, February 14, 2014 was the deadline to implement the Government of General Competitive Pay Plan (GCPP). The College continues to closely monitor the impact of the GCPP on its limited financial resources. Legislated through public law, the amount allocated to GCC for the implementation of the GCPP was sufficient to cover the 50% actual costs for implementation. At of the end of FY14, the remaining 50% was not paid out.

The College continues to seek and apply for additional funding resources through grants and loans. The College received additional funds during the year through various federal and local grants. The ability of the College to source and receive additional resources through federal and local grants greatly shows its fiscal responsiveness and management of different funding sources.

∙

GCC received $1,454,306 Federal Emergency Management Pre-Disaster Mitigation Competitive sub-award for the procurement of professional services and materials to structurally fortify and harden Building 200.

∙

GCC was a recipient of a DOI grant of $380,000 for the Pacific Post-Secondary Education Council (PPEC) to support effective governance structure, administrative and fiscal operations, institutional processes, resource allocation and facilities, leadership development and regional solutions, academic and curriculum systems and practices, and institutional assessment and continuous improvement systems for PPEC institutions.

∙

GCC was a recipient of a DOI Technical Assistance Program grant of $337,334 for the “green” collateral furniture and equipment for classrooms, labs, study areas, and offices in Building 200.

∙

GCC was a recipient of an American Association of Community Colleges Plus 50 Encore

completion Program Grant of $5,000 to enhance and expand workforce training in Medical Billing and Coding fields.

GCC offered a two-week Medical Coding & Billing Boot Camp funded by Take Care and the AACC Plus 50 Encore Grant geared toward industry professionals and persons over 50 years old wanting to start a new career in the field.

∙

GCC was the sub-recipient of Area Health Education Center Cooperative Agreements under Guam Micronesia Area Health Education Center amounting to $290,674 and $48,139. The sub-grant allows the College to develop and conduct training to meet the health workforce needs.

∙

The Citi Foundation awarded a $30,000 grant to GCC for the Postsecondary Education Accessibility Initiative summer program for graduating and incoming high school seniors, to prepare them for college.

This grant allowed approximately 19 high school seniors to receive academic instruction in English, Reading and Math over the summer.

∙

The College Access Challenge Grant was awarded for its fifth year amounting to $1,392,000. The funds will be used to implement activities and services for students who may be at-risk of not enrolling or completing postsecondary education. The grant will improve access to, or participation in, postsecondary education and college retention.

∙

The College was the sub-recipient of the National Transportation Summer Institute Grant for $20,124. The sub-grant supports a three week program focusing on introducing middle school students to a career in the transportation industry.

GCC was the recipient of $100,000 from the TakeCare Foundation to support faculty professional development, equipment, medical and science supplies, review courses, and student scholarships.

Cash flow and bank accounts are monitored on a daily basis. Constant follow ups are made with the GovGuam Department of Administration for allotment releases. Meetings with BBMR and DOA personnel are conducted as needed. A daily cash flow report is kept in the Business office. Each request of funds through the procurement office must go through the proper procurement process (Materials Management SOP). Additionally, the president periodically meets with various Senators to ensure GCC financial budgets and needs are being evaluated in the research and presentation of legislative bills.[[52]](#footnote-52)

Actionable Improvement Plans

None

**Sources:**

Budget Requests and Expenditures:

<http://www.guamcc.edu/Runtime/FinancialInfo.aspx>

Unrestricted Funding

<http://www.guamcc.edu/Runtime/FinancialAuditReports.aspx>

***3D10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

Descriptive Summary

The Vice President of Finance and Administration and the President ensure that budget planning is tied to the mission, goals and strategic master plan of the College. The budget shows what will be funded and, thereby, how it will move the College forward. Institutional plans are clearly linked from the departmental to the institutional level with short- and long-range budget projections. These projections can be found in the College’s website under Public Reports and in TracDat. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments. Funding priorities fuel the College’s achievement of goals in a logical, systematic, planned and timely way. The institution has sufficient cash flow revenues to maintain stability. As with any other institution, the College is exposed to various risks such as theft of, damage to, and destruction of assets. In view of these risk factors, the College strategically develops risk management plans to address financial emergencies and unforeseen circumstances.[[53]](#footnote-53)

Self-Evaluation

GCC's budget is approved by the Board of Trustees. Appropriations are approved by the Government of Guam. Non-appropriated funds and federal grants are maintained in the Business Office. Annual budgetary reports and previously approved budget requests are published on the College’s online website under public reports, budget requests. Allocations of financial resources can also be viewed in College Fact Books that span the years 2012 to 2015 recorded in Volumes 7 to 9.[[54]](#footnote-54)

A clear depiction of financial and admission goals are displayed in GCC’s TracDat website, providing evidence for the maintenance and assurance of the College’s financial integrity in meeting the needs of students and the community workforce.The TracDat assessment data management software allows faculty to conduct annual assessments of student learning outcomes and expressing tangible evidence of needed resources for the enhancement or execution of SLOs in order to maintain the vision and mission of the College.

As the College receives additional grant funding, employees will focus on effective monitoring and expenditure of these federal and state grant funds. The budget process is administered through the Business Office which is a department under the Finance and Administration Division. The Business Office follows the assessment cycle and is assessed through this process.

Revenue from student tuition and fees and auxiliary operations is held in a non-appropriated fund. College budgetary needs that are not met by the Government of Guam allocation are prioritized and brought to the Board of Trustees for expenditure approval. An increase in tuition and student fees was implemented in the Fall 2011 to assist in funding capital projects (BOT minutes March, 2011, p 4-5). Budget requests for departments are conducted annually in November and published on the GCC website under Public Reports.[[55]](#footnote-55)

Actionable Improvement Plans

None

**Liabilities**

***3D11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.***

Descriptive Summary

The realization of the College’s new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increase administrative efficiency throughout all of the College’s operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the art information technology must be utilized to ensure that institutional data is accurate and available for effective planning and decision-making processes.

Self-Evaluation

To evaluate the effectiveness of the College’s resource allocation process, it must review and evaluate the degree to which resources are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each department’s/unit’s progress in meeting the institution’s mission and goals. The program review process has been proven to be a valuable tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College’s resource allocation process. The program review and institutional assessment processes serve as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. Program review and assessment provide the product for data-driven information for college-wide decision-making and resource allocation.

● ISMP 2014- 2020

Actionable Improvement Plans

None

***3D12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. (New Standard)***

Descriptive Summary

Guam Community College is committed in ensuring that liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations will be paid in a timely manner. The College continues to closely monitor the economic situation of the Government of Guam (GovGuam), as it receives in total 47% of its operational funding locally and 74% of the local appropriation is used for personnel costs. The College’s Fiscal Year 2015 appropriation for all funds increased by 9% or by $1, 515, 891 and with the passage of PL 32-181, GCC was exempted from BBMR allotment release control.

Although Government of Guam has been able to update its liability and significantly pay down overdue tax refunds and personnel liabilities, GCC remains conservative in its allocation of resources. GCC continues to seek additional funding from non-GovGuam sources because it requires an increase in its base budget to grow and meet the future island demands on education, and the increased requirements for personnel costs. [[56]](#footnote-56) (page 10)

There is an existing actuarial plan to determine Other Post-Employment Benefits (OPEB) which is current and undergoes periodic reviews and updates and are prepared as required by appropriate accounting standards. Additional information about the Hybrid Retirement Plan for Government of Guam employees will be included as the information becomes available.

Self-Evaluation

The College takes its finances seriously and monitors its spending within the College’s procurement process. The College’s management team has weekly discussions of national and local economic conditions, and how such conditions will affect the Government of Guam finances. Based on such discussions and projection of allotments to be received by the Department of Administration, adjustments to College department budgets will be made throughout the year. The College will continue to maintain fiscal accountability for the benefit of our students. (page 11)

The College participates in the Government of Guam Defined Benefit Plan (DB Plan), a cost-sharing multiple-employer defined benefit pension plan administered by the Government of Guam Retirement Fund (GGRF). The DB Plan provides retirement, disability, and survivor benefits to plan members who enrolled in the plan prior to October 1, 1995. Membership in the DB Plan was mandatory for all full-time employees, except for those compensated on a fee basis, independent contractors, and persons aged 60 or over with at least 10 years of service or after 25 years of service, regardless of age. Vesting of benefits is optional for employees with 3 to 19 years of service, but is mandatory for employees with 20 or more years of service.

A single actuarial valuation is performed annually covering all plan members and the same contribution rate applies to each employer. GGRF issues a publicly available financial report that includes financial statements and required supplementary information for the DB Plan. The report is accessible at [www.ggrf.com](http://www.ggrf.com).

GovGuam, through its substantive commitment to provide other post-employment benefits (OPEB), maintains a cost-sharing multiple employer DB Plan to provide certain postretirement healthcare benefits to retirees who are members of the GovGuam Retirement Fund.[[57]](#footnote-57) (page 28)

Actionable Improvement Plans

None

***3D13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.***

Descriptive Summary

The College has no locally incurred debt instruments that can affect the financial condition of the Institution.

Guam Community College has long-term debts:

1. Note payable of an original amount of $2,250,000 to U.S. Department of Agriculture, for facility construction purposes, interest at 4.125%, repayable in monthly installments of principal and interest of $9,698 from March 10, 2011 through March 10, 2051, collateralized by a pledge of all gross revenues and a security interest in all equipment, furniture and fixtures.
2. Note payable of an original amount of $3,500,000 to U.S. Department of Agriculture, for facility construction purposes, interest at 3.125%, repayable in monthly installments of principal and interest of $12,810 from March 10, 2013 through March 6, 2053, collateralized by a pledge of all gross revenues. (page 29)

●  [Financial Highlights](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Highlights%20September%202014.pdf)

●  [Compliance & Internal Control](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Compliance%20and%20Internal%20Control%202014.pdf)

●  [Financial Statement](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Financial%20Statement%202014.pdf)

●  [Management Letter](http://www.guamcc.edu/Runtime/uploads/Files/03%20Finance%20and%20Admin/FinanceAdmin/Financial%20Audit%202014/Letter%20to%20BOT%202014.pdf)

Self-Evaluation

The College has a clear and detailed plan to meet its long-term obligations.

Actionable Improvement Plans

None

***3D14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.***

Descriptive Summary

The GCC Foundation is a private organization established in August 1982 for the purpose of raising funds for student scholarships and College programs. The Foundation fosters community relationships and partnerships and accepts donations from businesses and individuals on behalf of the College. The Foundation is considered a non-profit, public benefit corporation and operates under a separate Board of Governors from that of the College. The President and the Vice President of Finance and Administration are ex-officio voting members on the Foundation Board of Governors, and are also members of the Foundation Executive Committee.

The Foundation’s financial reporting requirement is governed under the accounting standards established by FASB, which is the source of generally accepted accounting principles for not-for-profit entities. The financial statement presentation follows the recommendations of the Accounting Standards Codification (ASC) 958. The Foundation provides financial support for the objectives, purposes and programs of the College. Although the College does not control the timing, purpose, or amount of receipts from the Foundation, the resources (and income thereof) held and invested by the Foundation are restricted to the activities of the College. As such, the Foundation is considered a component unit of the College and its Statements of Financial Position and Statements of Activities and Changes in Net Assets are separately presented in the College’s financial statements.[[58]](#footnote-58)

Self-Evaluation

All auxiliary activities to raise funds for the College fall under the auspices of the GCC Foundation. The Foundation Board of Governors has oversight of all revenues generated from fundraising activities and donations. The Board of Governors also has oversight and approval authority over how foundation monies are allocated and utilized for the benefit of the College. This oversight includes the assurance that financial resources are being utilized in a manner that is consistent with the mission and goals of the College. Current up-to-date links for expenditures are available for the public and interested stakeholders; this information is located under [www.guamcc.edu](http://www.guamcc.edu/), Public Reports (attached web-financial snapshot). Additionally, Department Chairs and their respective Administrative Assistants have access to budget, expenditure, encumbrance, and available funds information.

Since the GCC Foundation is legally considered a non-profit private corporation and a component of the College, its financial statements and investment activities are subject to an audit review. With this requirement, the Foundation’s financial activities are audited annually by an independent auditor. The auditing firm contracted by the College to perform this audit service is Deloitte and Touche LLP. For the year ending September 30, 2010, the auditing firm conducted an audit on the Foundation for compliance with the type of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement on the Foundations federal programs. Based on the audit report submitted to the Foundation’s Board of Governors, the Foundation complied in all material respects, with the compliance requirements Described in OMB Circular A-133 regarding federal programs.[[59]](#footnote-59)

Actionable Improvement Plans

None

***3D15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.***

Descriptive Summary

At the local level, the Guam legislature has made it law that student performance and job placement data be included during budget request cycles.

Information and data on student financial aid and default rates should be collected and described.

● Institutional Compliance with Title IV

● Monitoring Institutional Performance

Self-Evaluation

ACCJC Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

Actionable Improvement Plans

None

***3D16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.***

Descriptive Summary

The College has a variety of contractual agreements ranging from purchase orders, construction contracts, consultant contracts, service contracts, and lease purchase agreements. Contracts with external agencies follow a specific format established by the Government of Guam’s General Service Agency (GSA), the central procurement office responsible for reviewing and providing guidance for soliciting Request for Proposals (RFP) and developing contractual agreements that adheres to Guam’s procurement laws and regulations.

The President and the Vice President of Finance and Administration, with the assistance of the legal counsel, review all contractual agreements to ensure that the language in the contract is in line with established procurement laws and regulations and consistent with the mission and goals of the institution. Included in all contractual agreements are sections covering termination of the agreement as well the appeal process for disputes. The termination section covers situations where the contractor fails to perform in whole or in part any of its obligations. The dispute section covers the appeal process where the contractor can present merits for the reconsideration of the College’s decision to terminate the contractual agreement.[[60]](#footnote-60)

Board Policy 232 establishes the President’s authority for approving and signing contracts not exceeding the maximum amount of $250,000.00. Pursuant to the policy, any contractual agreement exceeding $250,000.00 requires Board approval. The manager/department head initiating the contractual agreement is responsible for overseeing the contract to ensure that the contractor meets the obligations stipulated in the contract.

Self-Evaluation

GCC’s contractual agreement format is in line with the College's mission and goals. The Materials Management Office has developed Standard Operating Procedures for procurement of goods and services. There are standard contracts for different types of services and certain contract terms available through the Materials Management and Procurement Office. However, each contract must be tailored for the specific needs of the service or goods being provided (Sample Contract: No P1102300 Replace Non-Skid Coating on hallways & walkway surfaces). To improve and strengthen the contracting process of the institution, the College should consider developing a standard operating procedure (SOP) for writing and executing contractual agreements. Policies and procedures should be outlined on providing guidance for the contract review process. In addition, the contractual instrument currently utilized should be evaluated to see if it can be strengthened and enhanced. For example, a definition page of all the technical verbiage of the contract or performance-related words should be defined to prevent any technical interpretation that may preclude the college from protecting its investment in the event that a breach of contract is encountered. Furthermore, the College should consider adding a line for the legal counsel’s signature to certify that the contract has been reviewed for compliance with federal and local laws and that the verbiage in the contract is free of flaws that may be detrimental to the College. Once contracts have been processed through the Materials Management Office they must be reviewed and approved by the AVP Finance then the President and the Board of Trustees (October 7, 2011 BOT minutes). All contracts over $500,000 go to a hired attorney for review before submittal to the Attorney General for approval.

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[18] [Fact Book AY 2010-2011 Volume 5](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3666)

[19] [Nursing Director Job Announcement](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3509)

[20] [Fact Book AY 2010-2011 Volume 5](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3666)

[21] [Nursing Director Job Announcement](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3509)

[22] [GCCFU/BOT Agreement - 2010-2016](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3528)

[23] [Personnel Rules and Regulation Guidelines](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3957)

[24] [New Employee Orientation Agenda and Sign-in Sheet](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3980=607)

[25] [Fact Book 2010 Volume 4](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2849)

[26] [Sexual Harassment Policy 185](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1732); Amended and Adopted by Resolution 33-2008, September 5, 2008

[28] [Code of Ethics – Introductory Statement](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=718)

[29] [Code of Ethics Policy 470](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1789) Adopted March 6, 2008

[30] [BOT Code of Ethics and Conduct Policy 115](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1716) - Reviewed and Adopted September 5, 2008

[31] [Faculty Senate, Violation of Faculty Ethics Procedure](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3940=607)

[32] [Faculty Senate “Concerns Form”](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3962=607)

[35] [BOT Professional Development Policy 400](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1764)

[36] [Professional Development Summary Table](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=4030=607)

[37] [Staff/Administrators Development Program Procedures](http://www.guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1354)

[38] [Professional Development Institutional Priorities Memo](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2275)

[39] [Travel Policy and Procedures](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1275)

[40] [Staff/Administrators Development Program Procedures](http://www.guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1354)

[42] [Website Portal MyGCC](https://mygcc.guamcc.edu/cp/home/displaylogin)

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[49] Financial Audit Reports FY2015 Compliance and Internal Control, p. 3

[50]  FY 2012-2013 Annual Report

[51]  FY 2013-2014 Annual Report

[52] Financial Audit Reports FY 2014

[53]  Citizen-Centric Report FY 2015

[54]  GCC Fact Books, Volumes 7 to 9

[55]  BOT Minutes for March 2011

[56] Financial Statements, Addtl Information and Independent Auditor Reports FY2014, pages 10,11

[57] Financial Statements, Addtl Information and Independent Auditor Reports FY2014, pages 26,28, 29

[58]  FY2015 Financial Statement

[59]Financial Audit Reports FY2015

[60]

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. [↑](#footnote-ref-4)
5. Fact Book AY 2010-2011 Volume 5 [↑](#footnote-ref-5)
6. Nursing Director Job Announcement [↑](#footnote-ref-6)
7. Fact Book AY 2010-2011 Volume 5 [↑](#footnote-ref-7)
8. Nursing Director Job Announcement [↑](#footnote-ref-8)
9. GCCFU/BOT Agreement - 2010-2016 [↑](#footnote-ref-9)
10. Personnel Rules and Regulation Guidelines [↑](#footnote-ref-10)
11. New Employee Orientation Agenda and Sign-in Sheet [↑](#footnote-ref-11)
12. Fact Book 2010 Volume 4 [↑](#footnote-ref-12)
13. Sexual Harassment Policy 185; Amended and Adopted by Resolution 33-2008, September 5, 2008 [↑](#footnote-ref-13)
14. Fact Book AY 2014-2015 Volume 9 [↑](#footnote-ref-14)
15. Code of Ethics - Introductory Statement [↑](#footnote-ref-15)
16. Code of Ethics Policy 470 [↑](#footnote-ref-16)
17. BOT Code of Ethics and Conduct Policy 115 [↑](#footnote-ref-17)
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20. College Catalog AY 2014-2015 [↑](#footnote-ref-20)
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23. Professional Development Summary Table [↑](#footnote-ref-23)
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25. Professional Development Institutional Priorities Memo [↑](#footnote-ref-25)
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28. FY 2012-2013 Annual Report [↑](#footnote-ref-28)
29. FY 2013-2014 Annual Report [↑](#footnote-ref-29)
30. FY 2015 Citizen Centric Report [↑](#footnote-ref-30)
31. Professional Development Priorities, Academic Year 2014-2015 [↑](#footnote-ref-31)
32. GCC Five-Year Strategic Resource Plan for 2015-2016, p. 1 [↑](#footnote-ref-32)
33. FY 2017 GovGuam and NAF Budget Preparation [↑](#footnote-ref-33)
34. GCC Budget Preparation for GovGuam and NAF Requests for FY 2017 Budget [↑](#footnote-ref-34)
35. GCC Budget Preparation for GovGuam and NAF Requests for FY 2017 Budget [↑](#footnote-ref-35)
36. GCC Five-Year Strategic Resource Plan, 2012-2016, pp. 1 and 8-9 [↑](#footnote-ref-36)
37. FY 2014 Financial Statement, p. 15 [↑](#footnote-ref-37)
38. FY 2013 Financial Statement, p. 16 [↑](#footnote-ref-38)
39. 2013-2014 Annual Report, p. 34 [↑](#footnote-ref-39)
40. FY 2014 Financial Statement, p.31 [↑](#footnote-ref-40)
41. 10th Annual Institutional Assessment Report, AY 2009-2010 [↑](#footnote-ref-41)
42. 14th Annual Institutional Assessment Report, AY 2014-2015 [↑](#footnote-ref-42)
43. 2010-2016 Faculty Union Contract, Article VII [↑](#footnote-ref-43)
44. Independent Auditor’s Report on Compliance and Internal Controls, September 30, 2010, page 6 [↑](#footnote-ref-44)
45. “Independent Auditors’ Reports on Compliance and on Internal Control” for the fiscal year ending September 30, 2015 , page 7 [↑](#footnote-ref-45)
46. Five-Year Strategic Resource Plan, 2012-2016 [↑](#footnote-ref-46)
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48. FY 2017 Gov Guam & NAF Budget Preparation [↑](#footnote-ref-48)
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