

¹Standard 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.

Comments: In organizing the write-up for the standards, make sure that the write-up addresses the questions for each of the standard that is provided on the Guide for Evaluating and Improving Institutions. The questions are arranged in bullets sequentially and the write-up must follow the flow of the guide questions to the standard write-up as much as possible. We do not see any evidence attached to the sentences or paragraphs. Make sure that are reflected in the fall semester ISER draft report. Also on some of the standards, there is no indication on the required format e.g. descriptive summary, self-evaluation, and actionable improvement plan. Make sure that the format is followed. Additionally, someone needs to work on part C Technology. We expect that part C will be incorporated on the next mini-report.

- How does the institution develop hiring criteria?
- How are faculty involved in the selection of new faculty?
- How are positions advertised?
- By what means does the institution verify the qualification of applications and newly hired personnel?
- How does the college check the equivalency of degrees from non U.S. institutions?

- **What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have let the institution to agree on those needs?**
- **What safeguards are in place to assure that hiring procedures are consistently applied?**
- **Does the institution advertise specifically for personnel with expertise and experience in DE?**
- **How does the college decide whether an applicant is well qualified in the field of DE?**
- **To what extent does the institution involve personnel with experience in DE in the recruitment of new personnel?**

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.² Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC's Faculty Job Specifications Guidelines³), 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)

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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)

- **How does the college know that the faculty selected for hire have adequate and appropriate knowledge of their subject matter?**
- **By what methods does the college define and evaluate effective teaching in its hiring processes? How is that effectiveness judged?**
- **How does the college identify faculty expertise in DE?**
- **What analyses and discussions have let the institution to determine the qualifications of faculty and staff involved in offering DE?**
- **By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE? How is that effectiveness judged?**

Descriptive Summary

Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the GCCFU/BOT Agreement 2010-2016.⁴ 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.⁵ Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by GCC's Faculty Job Specifications Guidelines⁶), 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

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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.

- **By what means does the institution verify the qualifications of applicants and newly hired personnel?**
- **How does the college check the equivalency of degrees from non U.S. institutions?**

- What evidence is there that hiring processes yield highly qualified employees?
- What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

Descriptive Summary

To determine the validity of credentials reflected in the job application form, the HRO staff conducts research on all schools listed on the employment application, particularly regarding degrees and credits earned. In addition, the HR office requires a copy of the applicants' high school diploma, general education development (GED) certificate or college transcripts to be included in all application packets submitted.

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 followup

- SOP Determining Acceptance on Educational Diplomas, Degrees or Certificates

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.

- What process is in place to assure that evaluations lead to improvement of job performance?

- **What is the connection between personnel evaluation and institutional effectiveness and improvement?**
- **Do evaluation criteria measure the effectiveness of personnel in performing their duties?**
- **Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities?**
- **To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development?**

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.⁷ Faculty are evaluated based upon the guidelines established in Article X – Performance Appraisal of the GCCFU/BOT Agreement.⁸ The adjunct faculty evaluation process is based on both formal and informal classroom observations by the adjunct associate dean.⁹ 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 instrument¹⁰ which covers specific performance factors such as quality, productivity, and reliability to assess

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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-annually¹¹. 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.¹² 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.

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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.¹³ 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.¹⁴

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 skills¹⁵.

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](#)
- [Staff Performance Evaluation Form](#)

Actionable Improvement Plan

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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.

- **What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, as individuals and collectively, created or selected to measure that learning? Are these measures different from DE/CE?**
- **What discussions have faculty had about how to improve learning? What plans have been made?**
- **What changes have faculty made in teaching methodologies to improve learning?**
- **After analyzing appropriated data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?**
- **What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?**

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.¹⁶ 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](#)
- [Faculty Job Specifications Appendix A-1](#)

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- 2010-2016 GCCFU/BOT Agreement Article X – Performance Appraisal Section F

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.¹⁷

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)

- **By what means does the institution determine appropriate staffing levels for each program and service?**
- **By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?**

- **How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?**

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 2010.¹⁸ 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.

- **What policies and practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard?**

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Descriptive Summary

The role and status of adjunct professors in post secondary institutions gained national media spotlight in 2014 when ...

- [Procedure for Adjunct Faculty and Educational Consultant Contracts](#)
- What specific policies and practices are in place for adjunct faculty? Challenges in filling positions? Pay differences for various programs. Adult Education adjunct paid flat rate of \$25.

Self-Evaluation

Dr. Elizabeth Diego role with adjunct professors

Actionable Improvement Plan

None

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

3A9. 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 determines the appropriate number and qualifications for support personnel by...

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, admin., 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

Descriptive Summary

The College continuously find ways to fill its needs and is able to set up contingency plans to avoid disruption of its programs and services.

Self-Evaluation

- 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 determines the appropriate number, qualifications, and organization of administrators by...

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.

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 continues to maintain 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.

- 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 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.

Evidence: Employment details under Employee Services of MyGCC – FT Faculty Job Specifications; Adjunct Faculty SOP; Adjunct Faculty Handbook

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

Work Life, GCC Procedures & Policies, Employee Directory

DE Policy 340

**Code of Ethics, Policy 470 the Guam Community College Code of Ethics under
MyGCC Governance**

Policy 199 – Social Media Policy, represent the College’s best interests.

Descriptive 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 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)

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.¹⁹ 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.

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:

Governance -Policy 115 BOT Ethics & Conduct

Governance -Policy 470 GCC Code of Ethics

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.

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 Catalog²⁰ Non-Discrimination Statement and Student Code of Conduct, are also in the student

handbook²¹. (Iser p170). 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

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.

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

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?

Evidence: GCC Faculty Online Teaching Survey Results

3A14. How does the institution determine the professional development needs of its personnel involved in DE/CE?

Evidence: 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.²²

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.

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.

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

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

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 non-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

SeIII C: Technology Resources (Assigned to BertLG)

3CI. 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

[1 Institutional Priorities for Professional Development, 2014-2015](#)

[2 MyGCC Announcement, Staff/Administrator Development Program Application Period, Fall, 2014](#)

[3 Memo on Development of a Comprehensive Professional Development Plan for Faculty, August 29, 2014](#)

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, advisement, 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 initial visit from Ellucian DE consultants, numerous meetings 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

4 [GCC DE Market Assessment and Needs Analysis final](#)

5 [GCC DE Capabilities Assessment final](#)

6 [5-year DE Strategic Plan final](#)

7 [GCC DE Standard Operating Procedures final](#)

8 [GCC Faculty Online Teaching Survey Results](#)

9 [Distance Learning Student Readiness Survey Results](#)

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 p189)

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](#)
- [NEW! Frequently Asked Questions for Management Information Systems \(MIS\)](#)
- [Microsoft Outlook Email SOP](#)
- [Download the Email Phishing Announcement here \(PDF\)](#)
- [Management Information System\(MIS\) Site Management SOP](#)
- [How to Set Your GCC Gmail as Your Browser's Default Email Client](#)
- [How to deactivate Course Site in MYGCC](#)

Actionable Improvement Plan

Develop and publicize GCC technology and internet usage policy

D. Financial Resources (Assigned to Jose Lopez and Christie Ginson) 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)

Standard III D: Financial Resources Planning

(3D1 – 3D8 – Assigned to Jay Lopez)

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.²³ 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 \$36.3.²⁴ 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 Deloitte & Touche, LLP, an independent auditor who examines GCC's books annually.²⁵ 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.

²³ FY 2012-2013 Annual Report

²⁴ FY 2013-2014 Annual Report

²⁵ FY 2015 Citizen-Centric Report

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 priorities²⁶ 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.²⁷ 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

²⁶ Professional Development Priorities, Academic Year 2014-2015

²⁷ GCC Five-Year Strategic Resource Plan for 2012-2016, p. 1

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.²⁸ 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.²⁹ 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.³⁰ 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 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

²⁸ FY 2017 GovGuam and NAF Budget Preparation

²⁹ GCC Budget Preparation Guidelines for GovGuam and NAF Requests for FY 2017 Budget

³⁰ GCC Budget Preparation Guidelines for GovGuam and NAF Requests for FY 2017 Budget

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 process³¹

The ending balance of unrestricted funds for the institution's past three years are \$12,002,124 for 2014,³² \$11,010,597 for 2013, and \$5,995,310 for 2012.³³ 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 2012.³⁴ 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

³¹ GCC Five-Year Strategic Resource Plan, 2012-2016, pp. 1 and 8-9

³² FY 2014 Financial Statement, p. 15

³³ FY 2013 Financial Statement, p. 16

³⁴ 2013-14 Annual Report, p. 34

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 2012.³⁵

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

Allocation of financial resources is the result of consultation with constituents ; therefore, budget development is not so much a contentious issue once the fiscal year starts. Participative planning brings about an acceptable consensus. Financial management at GCC leaves no gray areas clarified. The participation of personnel and key government officials in resource allocation results in a set of guidelines that every stakeholder agree to observe.

Self-Evaluation

GCC's financial planning 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 last and final review and approval process of College's overall financial needs.

Actionable Plan

³⁵ FY 2014 Financial Statement

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.

Self-Evaluation

Actionable Plan

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. Standard III: Resources **17**

Descriptive Summary

Regulation in accumulation and dispensing of financial resources is meticulously observed using institutional guidelines in financial management. A structure for accurate accounting is in place to monitor reliability of cash flow and state of non-monetary assets. To ensure adherence to sound practices, current financial management is evaluated and analyzed using tried and tested assessment procedures. The results of concurrent monitoring are used to

formulate guidelines for future management of financial resources and operation of internal control systems.

Self-Evaluation

Actionable Plan

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.

Self-Evaluation

Actionable Plan

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.

Self-Evaluation

Actionable Plan

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.

Self-Evaluation

Actionable Plan

(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.³⁶ This achievement can be attributed to the campus community's conscientious efforts in finding ways to increase revenues and reduce operational costs.³⁷ 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 thousand 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.

³⁶

³⁷

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 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.

Actionable Improvement Plans

None

Sources: (My deepest gratitude to Mr. Aaron for providing me these links. I will study some more. Thank you very much!)

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.³⁸

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.

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.³⁹ 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 \(BOT minutes March, 2011, p 4-5 - have to do more research on this\)](#). Budget requests for departments are conducted annually in November and published on the GCC web site under Public Reports.⁴⁰

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.

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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.

Descriptive Summary

Research necessary on GCC Retirees benefits and costs to college. Possible hybrid retirement plan for gov guam information and GCC support of plan.

Carmen Santos resource person.

Self-Evaluation

Research needed for this new standard.

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

FY2014, 2013, 2012

- Financial Highlights
- Compliance & Internal Control
- Financial Statement
- Management Letter

Self-Evaluation

- Carmen Santos and Joleen Evangelista input.

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.⁴¹

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, 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.⁴²

Actionable Improvement Plans

None

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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. POC on student loans and default rates: Esther Rios.

- 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.⁴³

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.

- POC: Joleen Evangelista

Actionable Improvement Plans

None