**Standard 4: Leadership and Governance**

**(New Standards 2015)**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

**4A. Decision-Making Roles and Processes.**

*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

***4A1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation****.*

Descriptive Summary

* MyGCC Announcements is the conduit for informing the GCC Constituency about current events, mandatory meetings, and communicates information from the president, such as acting president in her absence.
* Chachalani is published monthly and is available on the public forum
* There are various committees outlined in the GCC BOT Union Contract (2010-2016).
* GCC Participatory Governance Structure Handbook 2014-2015
* ISMP 2014-2020

The continued strive for excellence at Guam Community College led the GCC Board of Trustees in December 2008 to adopt the 2009-2014 Institutional Strategic Master Plan, which contains four major ongoing strategic goal initiatives: 1) pioneering; 2) educational excellence; 3) community interaction, and 4) dedicated planning. The four goal initiatives of the ISMP accentuate the College’s commitment:

1. To lead workforce development on Guam as an example to Micronesia. It is best suited to do so because as an institution, it is the most knowledgeable, has a proven performance record and the greatest ability to acquire necessary resources. (Pioneering)
2. To continue to improve upon its reputation and performance as the premier secondary, and postsecondary institution available to the community of Guam. (Educational Excellence)
3. To be judged successful because of the educational services it provides students, the service it provides employers, and the assistance it provides the community in improving the quality of Guam’s workforce. (Community Interaction)
4. To maintain success by establishing an institutional planning discipline that is dynamic and responsive to community and the workforce development needs of Guam. (Dedicated Planning)

The institution’s goals and values are articulated through the mission statement. This statement appears in several places on the GCC website, including the home page and the BOT page. It is recited at the beginning of each meeting for the BOT, Faculty Senate, and student government.

The annual Institutional Effectiveness Survey Report (August 2010) was designed to gauge the respondents’ levels of knowledge about the institution and their awareness of the College’s effort to achieve institutional effectiveness. The survey was given to members of the BOT, foundation board, administrators, full-time faculty (postsecondary and secondary) and staff.

The College makes its critical documents available to the public through its website. Faculty, staff, students and the general public have easy access to reports, speeches, minutes and other pertinent information. An annual report and Fact Book are published and available electronically for download from the public website. In addition, a GCC impact video that illustrates the College’s success in numbers is presented to faculty, staff and students during convocation and to the BOT during their meetings. The Fact Book (www.guamcc.edu/acc12/index.php) and impact video are used regularly during legislative budget hearings and during presentations made by employees of the College

All entities of the College must undergo evaluation and review. All assessment plans, which include specific goals, data and artifacts, are uploaded to TracDat and are accessible to the unit being assessed. Upon request, interested parties are also given access to TracDat. Evaluation and Assessment Reports of the President, the BOT, administrators and others are available via the public website and through MyGCC. The Office of Assessment, Institutional Effectiveness and Research (AIER) houses hard copies of all assessment reports. All employee positions of the College have designated job descriptions. Additionally, each position is attached to a course, program, or unit that is assessed, and ideas for improvement are outlined in an assessment plan. All units at the College, whether they are educational, administrative or financial, are tasked with their own assessment (11th Annual Institutional Assessment Report p. ). To some degree, each employee is involved in the process.

One example of the College’s systematic participative process was the development of the ISMP. During the design and development phase of the ISMP, all stakeholders, including faculty and staff, provided input and/or feedback that led to the finalized document.

The President holds town hall-type meetings with students every semester. This forum provides students with the opportunity to express their ideas and concerns for institutional improvement. During the annual convocation, faculty, staff, administrators and students are updated on the College’s progress. Ideas can also be brought forward at student leadership meetings, to representatives of the faculty senate, at the department chair meetings, and at the President’s management team meetings.

The College recognizes the importance of input from all levels of the institution. As a result, the participatory governance structure has evolved and now enables members of the College community to participate in decision-making processes. The participatory governance structure is designed to ensure all levels of decision making are captured and provides the mechanism for which individuals can bring forward ideas for institutional improvement. [[1]](#footnote-1)

Several institutional policies currently in place are the direct result of discussions, motions and recommendations that ascended through the participatory governance structure to the President and finally the Board of Trustees.[[2]](#footnote-2) In addition, the same structure created the environment to successfully adjust the Gen Ed requirements for the Certificate programs. The sheer volume of curriculum documents that have been revised in recent years and the overwhelming demand of the curriculum committee’s workload led to the establishment of four subcommittees.

With the implementation of the MyGCC website, GCC achieved a unified, digital campus. To address the ACCJC’s concern for the validity of data, an institutional researcher was hired. Many publications were produced as a direct result of this new position, including the faculty and administrators salary study, a ten-year perspective of GCC addressing the accreditors’ concern regarding the Gen Ed Report, and the GCC Fact Book[[3]](#footnote-3).

Self Evaluation

Serving as a guide to action is the primary purpose of the Institutional Strategic Master Plan (ISMP). It is a strategic plan intended to illustrate long-term goals and initiatives enabling

GCC to come closer to realizing its vision. As a public document, it also serves to

communicate the College’s long-term vision and plan, not only to its staff and student body,

but also to the wider community (GCC ISMP). The 11thAssessment Report highlights the goals of the ISMP in relation to program and course level SLOs as well as the program/unit outcomes. In the formulation of the ISMP several years ago, the college community, which included the administration, faculty, staff, and students, were invited to attend several planning sessions. At the time, Faculty Senate members and a good number of faculty attended some of the planning sessions, but attendance was poor despite continuous invitations made to the College community. Some of the constituents who attended felt that the ISMP was not collaborative in nature; rather, they were presented information by the consultant who was hired to produce the report. Although this document should guide the planning process relating to the many activities, construction projects, and movement of the college through 2014, connections to the ISMP are so far articulated only in various assessment reports. Communicating how successful the College is in meeting the four initiatives has been a challenge the College wants to meet through its periodic ISMP updates.

To update the terminology and conform to national changes, the College worked with the Guam Legislature to amend GCC’s Enabling Act, Public Law 14-77, from a vocational emphasis to a career and technical one. The bill updating the enabling act, Bill 176-31, was signed into law on September 30, 2011 by the island’s Governor.

The college’s mission statement is stressed at several levels at the College. However, in the recent Institutional Effectiveness Survey, respondents felt that they were not as knowledgeable about the institution as they thought. The report stated “In order to promote more involvement and enhance awareness of the decision making processes of evaluation, planning, and budgeting, the engagement of all college stakeholders in the work of promoting institutional effectiveness cannot be overemphasized” (Institutional Effectiveness Survey Report, August 2010, p. 12)

Although MyGCC is currently an effective tool in integrating all aspects of the campus, in its early stage, a hardware problem and the overwhelming demand on the network infrastructure caused the system to crash in Sept 2007 which seriously impaired the functions of the college. The solution to this crisis was delayed for several reasons. For one, because participatory governance was still being defined, confusion arose among those who were directly involved with the crisis. As our participatory governance matured, decisions relating to MyGCC and the overall infrastructure resulted in a clearer understanding of roles. This has enabled plans to be formulated using collaborative dialogue. Since its initial implementation, MyGCC has been upgraded twice and has become an integral component of the College’s business operations. In the Institutional Effectiveness Survey report (August 2010), results indicated that 36 percent of the respondents’ knowledge of the institution was enhanced by logging on to MyGCC.[[4]](#footnote-4)

Several mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. These mechanisms include the Faculty Senate and its committees, the CGC and its committees, Joint Union Committees, Town Hall meetings with the President and students, meetings convened by the president, management meetings, and through the stakeholders’ representative to the BOT. Additionally, joint strategic planning sessions between the Faculty Senate and the Administration are held once every semester. The Matrix of Recommendations to the President by the CGC highlights the initiatives that have been approved by the council from 2006 to 2011. An example of how an idea was brought forward deals with the Institutional Learning Outcomes. It was transmitted by the Faculty Senate, modified by the CGC (ILO memo to president), remitted and endorsed by the President who forwarded it to the BOT where it was approved.

The Faculty Senate established timelines and the designation of MyGCC as the location for posting committee agendas, minutes and other documents. Because not all committees have been in compliance, the Faculty established a Point of Contact in each of its four committees; this person is tasked with monitoring to ensure that all agendas, minutes, and files are updated and uploaded onto MyGCC.

The various groups described above endeavor to provide effective leadership throughout the campus. Over the past several years, a more collaborative atmosphere has developed between the administration and faculty. The Faculty Senate structure has empowered departments to improve and enhance their programs and curriculum based on their advisory committee’s feedback.[[5]](#footnote-5)The mechanism for staff leadership, however, still needs development.

Actionable Improvement Plans

None

***4A2***. ***The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose committees.***

Descriptive Summary

* GCC Participatory Governance Structure Handbook 2014-2015
* BOT-GFT Agreement 2010-2016
* COPSA Articles & ByLaws
* Faculty Senate Articles & ByLaws
* Staff Senate Articles & ByLaws
* Some faculty participated in the Participatory Governance Structure Handbook Training January3, 2015. (Memo from Anthony Roberto January 26, 2015 indicates attendees).
* BOT has yearly retreats

The leadership in the College consists of the Board of Trustees (BOT), the President, the College Governing Council (CGC), Faculty Senate (FS), and the Council on Postsecondary Student~~s~~ Affairs (COPSA). All groups have approved by-laws or constitutions that guide how the group meets and makes decisions.

Faculty governance evolved from what was originally termed "shared governance" to "participatory governance." The structure was enhanced to better define senate committees and institutional committees. Contract negotiations between the Board and faculty were opened specifically to address Article XII of the GFT/Board Agreement whereby the intent was “to establish and implement a means for providing broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President” (BOT-GFT Agreement 2010-2016, p.24) In keeping with the Accrediting Commission’s standard on Leadership and Governance, the College recognizes and utilizes the institution-wide contributions for continuous improvement (BOT-GFT Agreement 2010-2016, p. 24) the same document stated.

In addition to the BOT regular meetings, the group also holds retreats several times a year. The President meets with her management team weekly and with the Faculty Senate leadership for a joint strategic planning session at least once a semester to discuss issues related to the College. The Faculty Senate meets weekly, the CGC meets once a month, and the student leadership organization meets twice a month.

The BOT adopted Policy 470, the Guam Community College Code of Ethics, that guides all employees on the general principles of ethics by committing to attaining a high standard of ethical behavior, acting fairly and equitably, engaging people without prejudice, taking responsibility for one’s actions and decisions, and being committed to excellence.

Self Evaluation

Soon after the visiting team left in 2006, the creation of the Faculty Senate and the College Governing Council produced an environment for empowerment, innovation and institutional excellence throughout the College community. The establishment of these two governance structures brought forth a systematic participative process for the effective discussion, planning and implementation of corrective measures on issues affecting the institution.[[6]](#footnote-6)

The lack of an established structure for staff governance however is an ongoing situation that has been discussed for a number of years. In a support staff meeting held in February 2010, several members volunteered to establish by-laws as a step toward the creation of a staff governance structure (email from Elizabeth Duenas dated February 19, 2010). In the ISER feedback session with staff, three components were identified as needed to move this issue forward: time; designees to spearhead the organizing of the group; and a liaison (minutes from Lunch & Learn for Staff, Nov 1, 2011 in group studio, standard 4 files; lunch and learn; minutes for staff). Continued efforts are being made, however, to provide staff with greater opportunities to participate in college governance activities such as the College Governing Council (CGC) and in joint institutional committees within the participatory governance structure.

The governance structure for students is in place. COPSA is organized to represent all officially registered Postsecondary and Adult High School students. Its purpose is to serve as a voice for which student issues, problems, and concerns are addressed among students and between students and the GCC administration; to collaborate in the formulation of policies and procedures for student activities, educational programs; and as related to the Student Code of Conduct in the GCC Student Handbook or the GCC Student Organization Handbook for the purpose of ensuring that all privileges, rights, welfare, safety and benefits are guaranteed to students (Council on Postsecondary Student Affairs Bylaws, p. 1).

In the new agreement between the Board of Trustees and the teacher’s union, faculty is given the option of performing committee work in exchange for release time. The challenge has been addressing the need for accountability and linking faculty’s performance to their evaluation. At the governance leadership retreat, FS indicated "committees are to be accountable as we get closer to accreditation.”[[7]](#footnote-7) Accountability must be prioritized at all times to ensure that ideas are brought forward and faculty work together on issues related to policy and planning. During this current academic year, chairpersons of committees and those in positions of authority must authenticate the work done by faculty. In an effort to uphold themselves accountable for committee work that is performed, two committees under the Faculty Senate have provisions for dismissal of members due to a lack of performance (Learning Outcomes Committee Minutes, 2011-2012 Bylaws, p.2; Promotions Committee Minutes, September 14, 2011, p. 1&2). No such provision has yet been established for the Institutional and Joint Union Committees.

Actionable Improvement Plans

1. Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties.

***4A3****.* ***Administrators and faculty through policy and procedures have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.***

Descriptive Summary

* GCC Organization chart & job descriptions
* GCC BOT – Faculty Union Contract 2010-2016
* College Governing Council (Articles & Bylaws)

The College strives for institutional excellence and successful outcomes by encouraging all stakeholders to contribute and participate in its development.

The newly-negotiated GCC Board-Faculty Agreement (2010-2016) establishes the role of faculty in institutional governance. The faculty’s primary voice is through the Faculty Senate, which was fully implemented in 2006. The FS provides regular and ongoing input in the areas of policies, budget, planning, curriculum, and other issues through the collegial consultation process, which includes representatives on campus committees and formal representation at Board of Trustees meetings. Additionally, the FS provides representation in the College Governing Council (CGC). Decisions that are approved are then submitted to the President and then to the Board of Trustees. The faculty is well represented on campus committees with 89 percent of 72 full-time postsecondary faculty serving on College committees.

Faculty, staff, and students maintain representation in the Board of Trustees. It is through this mechanism that the various constituencies can ultimately voice concerns, provide input and participate in the decision making process of the College. When needed, the BOT solicits input from stakeholders prior to making a decision.

The student governance process is well established. A voting student member sits on the Board of Trustees. COPSA oversees all student organizations and provides the mechanism for students to meet, plan events, and discuss issues. The Student Representative to the BOT, student organization representatives, and the students who sit on three college committees give their committee reports at the COPSA general membership meetings held twice a month. Currently, student representatives participate on the Committee on College Assessment (CCA), College Governing Council (CGC), and the Resources, Facilities, and Planning (RFP) committee. Updates are given and students are encouraged to provide feedback or present concerns they want addressed. The memo of 2 May2008 from Dr. Barbara Beno, ACCJC President, spells out the extent of student engagement in college affairs: “The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate **as appropriate** in decision making processes. That is to say, for example, that students are not required to be part of the decision making processes that would be inappropriate for students.”[[8]](#footnote-8) In drafting the ISER, students were appropriately given several opportunities to comment and provide feedback (Agenda, COPSA General Membership meeting, October 21, 2011).

The budget process begins with each unit. For faculty, it is the responsibility of each department chairperson to develop the department’s annual budget in cooperation with its members. This budget is then submitted to the Deans. For staff and administrators, the supervisors of each unit establish the budget. All budgets are transmitted to the RPF committee and then to the CGC and ultimately to the BOT.

 Self Evaluation

The role that faculty has in developing or recommending policies, planning and budget goes beyond the Faculty Senate, CGC, and its committees. Faculty can participate in these endeavors at three different levels: individual, department and committee levels. Although faculty can make recommendations, some issues such as budgetary constraints are beyond their control.

While faculty and students have a voice on the Board and have a mechanism to receive/disseminate information and make decisions, the same however cannot be said of staff. The governing structure for staff is still in the dialogue stage. As a result, while there is staff contribution to the governing process because of staff representation on college committees, formal dissemination of information back to the staff population is largely done through informal means.

In the Faculty Senate’s Effectiveness Survey, results indicate that the Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators (Second Effectiveness Survey Report of GCC, p. i).

Within the Faculty Senate structures, staff and student participation are limited to certain committees. The RPF committee has faculty, staff, and student participation. Currently, COPSA officers and the BOT student member sit on three important committees: College Governing Council; Resources, Planning and Facilities committee; and the Committee on College Assessment. This level of inclusion allows for greater interaction and student input at the major decision-making levels.

To remain competitive in the global search for and retention of qualified College personnel, a faculty salary pay adjustment was approved. The College and the Board wholeheartedly supported these efforts.

The Institutional Effectiveness Survey Report found ambivalent perceptions that classified staff, through their respective supervisors, is provided with adequate opportunity to become involved in the budget process.[[9]](#footnote-9) As a result, one recommendation would seem to enhance the decision making processes is to “ensure that all departments/units have a budget awareness session in preparing the department’s/unit’s budget for the fiscal year and solicit input and participation from the rank and file of faculty, administrators and staff.”[[10]](#footnote-10) Since the appearance of the report, budget awareness sessions have been conducted by the Business office during the budget preparation stage, which usually occurs in November or December each year.

The President ensures that the College’s administrative structure is organized and staffed in accordance with the institution’s mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience and job responsibilities, which adequately fit their areas of responsibility. The President has delegated the Academic Vice President to work along with the College Governing Council and the Faculty Senate in establishing a collegial process that incorporates values, goals, and priorities that are in line with the mission statement and in support of student learning outcomes.

Actionable Improvement Plans

None

***4A4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.***

Descriptive Summary

Since the last accreditation visit in 2012, the college has been vigorously working to update and maintain the currency of curriculum documents and to include student learning outcomes for all programs and courses. Curricular documents that illustrate faculty efforts in promoting the progress of this initiative include the following GCC internal forms:

* 2014 Curriculum Manual
* CEWD-specific Course Approval Form Template
* CEWD-specific CEU/noncredit course approval modification form
* 2014 Curriculum Course Approval Form Template
* 2014 Curriculum Program Approval Form Template
* 2014 Curriculum Archival Memo Template
* Dual Credit Articulated Programs of Study Template
* Two-Year Assessment Schedule, Fall 2014
* Program Concept Form Template
* SLO Handbook
* Annual Curriculum Review Cycle Schedule
* GCC Assessment Handbook
* Textbook Selection Procedures/Adoption Checklist

As part of the BOT/Faculty Union Agreement, a Learning Outcomes Committee was created to ensure and regulate, through quality control, a curriculum that reflects the mission of the College that is academically sound, comprehensive, and responsive to the evolving needs of the community. Additionally, this Committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, department chairpersons, committee chairpersons and administrators as appropriate. The Committee involves administrators, faculty, staff and students in their efforts to guide and improve the institutional and student learning outcomes. Although the LOC is a faculty committee, an administrator has been identified as a liaison to assist with curriculum issues, and meetings are open to students and staff.

Through the efforts of the Vice President for Academic Affairs and the AIER Office, student learning outcomes are emphasized in course documents, syllabi, the College catalog, assessment documents, student evaluation of courses, and program review. SLOs are being assessed at the course and program levels.

Self Evaluation

The College has aggressively continued to address the recommendations from the accreditation team’s 2006 visit.[[11]](#footnote-11) Revisions are being made to curriculum to align student outcomes at the course and program level. The AIER Office works collaboratively with the LOC to ensure that assessment terminology is consistent with the usage in both the curriculum manual and in the daily language used on campus.

As the College is mandated to provide career and technical education for Guam, GCC has also worked hand-in-hand with the community, the LOC, advisory committees, and various departments to create additional programs such as the certificate and associate degree in Emergency Management, Associate of Science degree in Medium/Heavy Diesel Technology, Associate of Science in Surveying Technology and Associate of Science in Civil Engineering Technology. With the impending military buildup expected before the end of this decade and because GCC takes its role as the leader in Guam’s workforce development as central to its mission, the College has implemented or re-instituted new degree programs through the ACCJC Substantive change process. The various advisory committees collaborate with their respective departments to ensure that the College addresses the needs of the community, especially in the area of the military buildup.

Additionally, in 2006, when the College embarked on the task of including SLOs for all courses, it began with zero compliance of SLOs in the 399 courses listed in the catalog.[[12]](#footnote-12) As of April 1, 2011, the College has achieved 100 percent of SLOs for all programs and courses. Course assessment is also gaining momentum.

Actionable Improvement Plans

None

***4A5****.* ***Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.***

Descriptive Summary

* MyGCC Announcements is the current conduit for informing the GCC Constituency about faculty and staff meetings on campus.
* There are various committees outlined in the GCC BOT Union Contract (2010-2016).
* GCC Participatory Governance Structure Handbook 2014-2015

The College utilizes several vehicles to disseminate essential information about the institution’s efforts to achieve goals and improve learning. In line with the College’s sustainability efforts, MyGCC is used as the primary tool to communicate information. The President updates the Board monthly, addresses faculty and staff at the yearly convocation and during assemblies, and holds town hall meetings with the students every semester. Using these forums, she disseminates information about the status and progress of the College on various fronts, receives ideas and feedback from the students, and addresses concerns they may have. Additionally, a monthly newsletter entitled “Chachalani” is produced by the Communications and Promotions Assistant Director and is used as a vehicle to disseminate information about college happenings, including milestones and upcoming events.

Self Evaluation

The establishment of GCC’s Faculty Senate and College Governing Council (CGC) as part of the governance structure brought forth a systematic participative process for the effective discussion, planning, and implementation of corrective measures on issues affecting the institution. FS and CGC minutes reflect the discussion of ideas and the communication that occurs in these meetings and are posted on MyGCC.

The FS took steps to become more transparent with the College community by approving a FS email address, uploading committee bylaws to its website, and publishing a newsletter. Not all of the Faculty Senate minutes, however, have been posted online. Some information regarding committees, membership, agendas, minutes, and other pertinent information may be outdated. Nonetheless, all FS committees are required to use MyGCC to upload minutes and other relevant documents, but there is no established timeline of when this must be done. The FS is presently trying to resolve this issue.

In the past, Professional Development Days were held once a semester and afforded the opportunity for faculty and staff to share information about the College and enhance skills and knowledge. With the adoption of the new GCC Board-Faculty Agreement, these days were taken away, as part of a negotiated arrangement. This created an unintended outcome for staff by eliminating the only times when all the staff can gather together without worrying about their duties because the College would shut down to allow faculty, staff, and the administrators to meet as an entire group. The college administration, however, has been supportive of staff by establishing occasions of informal interaction among college constituents through events such as monthly birthday celebrations, Thanksgiving Luncheon, Christmas party, and similar social events.

Actionable Improvement Plans

Improve the institutional announcements because these announcements are vague and do not provide meeting agendas so the reader often has no idea on the intentions of the meetings. The announcements should be categorized and prioritized based on constituents because they are currently bundled together and directed to students, staff, or faculty so the reader has to screen each one for relevance.

***4A6****.* ***The processes for decision making and the resulting decisions are documented and widely communicated across the institution.***

Descriptive Summary

* MyGCC Announcements is the conduit for informing the GCC Constituency about mandatory meetings, campus events, requirements, reminders, and communicating administrator coverage when president or vice president is off island.
* Chachalani is available on the public forum and is published monthly during Academic Year.
* Media releases and public reports are available on the public forum (About GCC, public information tab)
* There are various committees outlined in the GCC BOT Union Contract (2010-2016).
* GCC Participatory Governance Structure Handbook 2014-2015

Self Evaluation

The presidents contract was due to expire June 2016 but a campus wide announcement was made May 8 2015, by the BOT chair, Mrs Belanger via myGCC announcements informing the constituents that the BOT has happily extended the presidents contract for another three years through June 2019 (myGCC announcments, May 8, 2015).

Actionable Improvement Plans

There is room for improvement because not all processes are widely communicated.

***4A7***. ***The leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.***

Descriptive Summary

* President Survey was conducted March 2015, and the evaluation results are pending.
* BOT evaluates president performance annually (BOT Minutes).
* BOT policies continue to be revised and amended and are available on myGCC.
* Committee on College Assessment (CCA)

As part of the two-year assessment cycle of the College, all governance units are assessed and then reviewed by CCA. The College has adopted a program review model that integrates assessment results with planning and budgeting.

Evaluation reports of the governance structures are published and made available online in the public forum. These reports contain recommendations for improvement.

Self Evaluation

Evaluation of the governance process on campus has been extensive. All the parties that are involved with governance are assessed every two years. They include the BOT, president, and faculty senate. Others include the Foundation Board of Governors and COPSA. The following reports are available on the College’s Website:

GCC Board of Trustees’ Third Assessment Report (AY 2007-2008)

GCC Board of Trustees’ Fourth Assessment Report (AY 2010-2011)

GCC Foundation Board’s Second Assessment Report (AY 2007-2008)

GCC Foundation Board’s Third Assessment Report (AY 2010-2011)

President's Performance Appraisal Survey Report (June 2009)

President's Performance Appraisal Survey Report (May 2011)

Faculty Senate Effectiveness Survey Report (March 2007)

Faculty Senate Effectiveness Survey Report (May 2008)

Consolidated Administrators Assessment Report (January 2006)

Consolidated Administrators Assessment Report (January 2007)

Consolidated Administrators Assessment Report (June 2008)

Consolidated Administrators Assessment Report (April 2009)

The Second Effectiveness Survey Report of the GCC Faculty Senate yielded the following conclusions (The second effectiveness survey report of the GCC faculty senate, May 2008, p. 28-30):

* The Faculty Senate experience has resulted in a greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty.
* The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address concerns that were raised regarding disparity in faculty participation in committee work. Concerns also arose about the length of membership in committees. Some committees have revised their bylaws to include a minimum term of two years in order to ensure continuity of work.
* Not all faculty understand the college’s existing governance structure. Communication seems to be ineffective.
* The Senate acted on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituent’s internally about intra-committee and inter-committee issues on a regular and timely manner.
* There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws.
* There appears to be a concern with how decisions are being made at the College. Qualitative comments from the general membership survey suggest that decisions are being made without input or participation from all stakeholders and are being made by a few individuals.
* Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.

The last time the Faculty Senate was evaluated using a survey was 2008 (Second effectiveness survey report of the GCC faculty senate, May 2008). Because of the requirements of TracDat and the mission and goals of the FS, it was decided that an annual report to the AVP be used to conduct its assessment beginning AY 2011-2012. There is no structure in place to evaluate the entire participatory governance structure (Faculty Senate, CGC, and the Institutional Committees).

Actionable Improvement Plans

1. Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.
2. These reports have not been updated on the public site since May 2011. There are no documents posted to this site for the Staff Senate.

***4B1.*** ***The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, selecting and developing personnel, and assessing institutional effectiveness.***

Descriptive Summary

* BOT Minutes see Presidents report

July 2007, the BOT selected current President Mary A.Y. Okada, who formerly served as the GCC vice president for business and finance. The president continues to guide the strategic planning process overseen by the BOT, setting goals and priorities with the assistance of her management team. During her term, the ISMP was crafted to cover the period 2009-2014. This master plan contains information on the college’s efforts to develop a progressive vision for growth that looks to the 21st century, but also remains grounded to GCC’s past.

Since the beginning of her tenure, the president actively pursued funding sources to meet the College’s needs, including various federal grants to allow for the much needed construction and refurbishment of college buildings which was vital since many buildings were rundown and student enrollment increased. Her strong background in accounting serves as an advantage for GCC.

Self Evaluation

The president encourages faculty, staff, and administrators to continue to perform to the best of their ability, even with the budget challenges facing the College. In the president’s latest appraisal report, on the survey item of the president being “an effective leader who maintains high education standards” (president’s performance appraisal report, May 2011, p. 12), the mean score was 5.22, the mode being 6.0, yielding positive results. Further demonstrating her commitment to leadership effectiveness, as well as succession planning, the president absorbed the cost of a leadership conference sponsored by the College in June 2011.

In anticipation of the release of ARRA funding, the president positioned the College to be prepared, ensuring that proposed GCC projects were ‘shovel-ready’. This level of planning allowed the Governor to release ARRA funds for all ten of GCC’s proposed construction projects, totaling $9 million. This funding has helped to accommodate GCC’s 25 percent increase in enrollment over the past 4 years with additional space for classrooms, student services, library services, and planning.

In the Institutional Effectiveness Survey Report (2010), results showed that the College must find ways to enhance awareness and promote more involvement amount the campus community with the different processes aimed at solidifying the institution’s effectiveness in carrying out its mission (institutional effectiveness survey report, August 2010, p. 12). As her last performance appraisal report indicated, the president is poised to meet this challenge.

Actionable Improvement Plans

None.

***4B2.*** ***The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.***

Descriptive Summary

* TracDat
* BOT Minutes
* FACT book

The president began her tenure July 2007. She formed a management team comprised of eight administrators who keep her apprised of situations that cut across all spectrums of college operations. She relies on the administrators to assist and guide her in planning and decision-making processes. Although some of the upper leadership in the College has changed, the management structure remains intact.

According to the ISMP, the assessment of administrative units (President’s management team) focuses on four thematic area: support for institutional programs, quality of service, and interaction with other departments/units and planning budgeting processes. The president’s management team meets regularly and addresses the impact and operations of the College. At these meetings, managers make reports from the academic affairs division, finance and administration, and the office of the president.

Since the accreditation team visit in 2006, the College’s organizational structure has changed. The professional technological institute, office of the vice president is no longer an active division of the college. The college has merged the functions of the professional technological institute into the academic affairs division, associated with trades and professional services division. The BOT amended the organizational chart July 2014, to include academic technology under the finance and administration office of the vice president (BOT policy 140).

The Academic Affairs Office of the Vice President houses the following:

* The School of Trades and Professional Services
* The School of Technology and Student Services
* Admissions and Registration
* Assessment, Institutional Effectiveness and Research
* Continuing Education and Workforce Development

Finance and Administration Office of the Vice President includes:

* Business Office
* Student Financial Aid
* Materials Management
* Human Resources
* Management Information Systems
* Environmental Health and Safety
* Academic Technology

The Office of the President consists of:

* Development and Alumni Relations
* Communications and Promotions
* Planning and Development (which oversees Facilities)

Self Evaluation

The president ensures the College’s administrative structure is organized and staffed in accordance with institution’s mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience and job responsibilities and adequately fist their area of responsibility.

The management reorganization in October 2010 effectively allowed the departments formerly under the purview of the vice President of Administrative Services to be redistributed between the president’s office and the Vice President of Finance and Administration. This reorganization has enabled the College to eliminate the cost of one vice president, reduce administrative top-heaviness and streamline reporting structures.

The assistant director for GCC’s planning and development office has convened a taskforce to compile, review, and develop a measurement matrix to monitor the ISMP’s implementation (president’s performance appraisal report, May 2011, p. 36). The purpose of the matrix is to monitor the progress of the tasks associated with each of the four initiatives in the ISMP. The committee is composed of seven individuals representing faculty, staff, and administrators. She reports directly to the president.

Actionable Improvement Plans

None

***4B3.*** ***Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:***

* *Establishing a collegial process that sets values, goals, and priorities;*
* *Ensuring the college sets institutional performance standards for student achievement;*
* *Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
* *Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
* *Ensuring that the allocation of resources supports and improves learning and achievement; and*
* *Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Descriptive Summary

The president submits a report at every board meeting and apprises members of the condition of the College’s financial, educational, institutional, and operational status. These reports have enabled the board to be informed of the various aspects of the College. The president meets with her management team weekly to address and review the status of various tasks and issue. All committees under the participatory governance structure establish goals that are uploaded to MYGCC and accessible to the president. At the beginning of every academic year during convocation, the president communicates institutional values, goals, and direction. Every semester during the general assembly the president addresses and updates faculty and staff regarding the issues facing the College. Two concurrent days during spring and fall semesters, the president hosts town hall meetings titled ‘Meet the President’ updating students on current events, and uses this forum to address questions and concerns from students.

The president was instrumental in obtaining funding for the construction of the Allied Health center, the LRC, and the Student Center. She aggressively purses outside funding sources for other new buildings on campus, resources, and programs. Under her leadership the number of companies that have joined GCC’s apprenticeship program increased from50 to 70 (president’s performance appraisal report, May 2011, p. 29).

The president is a member of the following organizations: Guam contractors association trade academy; Pacific Postsecondary Education Council (PPEC); Pacific Resources for Education and Learning; Asia Pacific Association for Fiduciary Studies, Governor’s Workforce Investment Board; Civilian Military Task Force-Education and Labor Subcommittee; Anderson Civilian Advisory Council, and the American Association of University Women. Her involvement in these organization s has been instrumental in allowing her to network and hear about workforce needs in the community. She has also actively participated in accreditation visits as a team member for College of the Canyons and Cypress College, and attended accreditation training in Honolulu with PPEC.

Self Evaluation

The president has delegated the AVP to work along with the College Governing Council and the Faculty Senate in establishing a collegial process that incorporates values, goals, and priorities that are in line with the mission statement and in support of student learning outcomes. The evaluation and planning of the collegial process has been done using the institutional assessment process has been done using the institutional assessment process. Results are reported in the faculty senate effectiveness survey report.18

The president excels in obtaining fiscal resources for the College. In its attempt to integrate assessment results with budgeting, the College continues to make progress because of the president’s leadership in this area.

The office of assessment, institutional effectiveness and research and the VP for academic affairs are responsible for ensuring that tracking the status of plans, tasks, and research in TracDat is accomplished in conjunction with the College’s two-year assessment cycle. Each department/division/program is held accountable and must follow through with its assessment plan. Nearly 100 percent (96.97) of the total number of courses in the spring 2011 college catalog have course level SLOs. As for program-specific courses, 60.35 percent of the total number of courses with SLOs is being assess with programs. Forty Two percent of courses required for certificate programs have SLOs that are being assessed (11th AIAR, p. 5-6). These numbers indicate the culture of assessment and providing evidence that permeates the College.

The ISMP is the overarching plan guiding the college to its next point; the President and her management team have been assigned goals and tasks based on this plan. In order to effectively monitor and assess the progress of the ISMP, the President has linked her Assessment Plan in TracDat to the four initiatives: Pioneering, Educational Excellence, Community Interaction and Dedicated Planning. 80-85% of reviewed documents point to the President’s involvement in furthering the strategic plan in: 1) Pioneering - leveraging of public and private resources; 2) Educational Excellence – improving on GCC’s reputation and performance; 3) Community Interaction – strengthening the college’s visibility in the community by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region; and 4) Dedicated Planning – facilitating better integration of various stakeholders’ voices for advancing the mission and vision of the college through assessment and reaccreditation (president’s performance appraisal report May 2011, Appendix !, p. 1-4). The linking of the ISMP to her Assessment Plan in TracDat greatly communicates the President’s commitment to the importance and value of research, evidence, and analysis towards achieving institutional values, goals and student learning.

February 2011, an updated matrix of the ISMP goals/tasks/activities/timeline/status/performance measures was completed. Additionally, the Assistant Director for GCC Planning and Development Office has convened a taskforce to compile, review, and develop a measurement matrix to monitor the ISMP’s implementation. This taskforce committee is comprised of seven individuals representing faculty, staff and administrators (president’s performance appraisal report May 2011, p. 36).

Actionable Improvement Plans

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

***4B4.*** ***The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission polices at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.***

Descriptive Summary

* 14th Annual Institutional Assessment Report AY 2014-15 (GCC public reports)
* See Marlena or Dr. Ray for Presidents meetings on accreditation & travel report.

The president has maintained a positive leadership role with the accreditation process and was elected by members of the Pacific Postsecondary Education Council (PPEC) to serve as the ACCJC pacific college representative from July 2014-2017 (media release, June 2014). She is due to attend the ACCJC commission meeting in California, June 2015, and the PPEC’s regional assessment and Accreditation workshop in Honolulu, July 2015.

Dr Somera attended Santa Ana College in California in the capacity of an accrediation reviewer,

October, 2014 (BOT minutes, October 10, 2014)

Self Evaluation

The president was appointed to the PPEC following the positive outcome of the GCC 2012 ACCJC site visit. Dr Somera presented information on the Santa Ana College accreditation visit to the faculty senate, CCA, and accreditation standard committees.

Actionable Improvement Plans

None

***4B5.*** ***The CEO assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures****.*

Descriptive Summary

GCC is mandated by PL 14-77 to be the vocational leader for secondary and postsecondary education. The president fulfills the college’s mandate of providing career and technical education at these education levels. She ensures that federal regulations in administering the Carl Perkins, WIA adult education, and Title V grant rules are followed.

The importance of adhering to policy, mandates, the GCC board-faculty agreement, bylaws, and directives are articulated throughout the campus. Structures are in place to guide decisions and actions at all levels.

Self Evaluation

In the president’s assessment plan, she identified AUO#4 as: Continue efforts for Collaboration (Dedicated Planning) by developing a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review (TracDat, Assessment Plan President/CEO, fall 2009-2011, p. 4-5).

The president was positively perceived in the following areas: overseeing the College’s finances and business operations in a successful manner; demonstrating knowledge of an commitment to GCC’s mission; making deliberate decisions which affect the College; ensuring that that College’s facilities are maintained and improved; maintaining high educational standards; working well with board members; seeking opportunities to interact with a wide range of community members; solving problems and dealing with crises; being present at and participating in campus and community activities and functions, and demonstrating a commitment to the philosophy of participatory governance (President’s performance appraisal report, May 2011, p. 13). In the same appraisal report, an area of concern was with the physical facilities. Regarding ensuring that the College’s physical facilities are maintained and improved, students cited the following areas in need of improvement; restroom (cleanliness), parking (lack of), and accessibility for the disabled (president’s performance appraisal report, May 20111, p. 26). Concern over the physical facilities is often a theme during the town hall meetings. The president has gradually addressed these concerns with the inauguration of three new buildings since 2009.

The College continues to be a role model for the community in its adherence to statues, regulation, and policies. As such, it has not been the recipient of any federal inquiry about questionable costs for the numerous federal grants it administers.

In the inters of sustaining the environment, the former president worked to make GCC a beetle nut and tobacco free campus (Policy 175), which has helped make the campus safer, cleaner, and healthier (BOT minutes, June 2, 2006, p. 4). Under the leadership of the current president, the new LRC is the first government of Guam building to be LEED-certified.

The presidents administrative directives related to a variety of topics that are communicated to stakeholders using MyGCC website. They are:

* Administrative Directive #2009\_02 Tuberculosis Testing Requirements for Students & Employees
* Administrative Directive #2009\_01 Payback Provision for Administrators/Staff
* Administrative Directive #2008\_01 Outside Solicitation
* Administrative Directive #2007\_03 Payback Provision for Administrators
* Administrative Directive #2007\_02 Adjunct Work
* Administrative Directive #2006\_04 Flex Time Alternative Work Schedule/Compensatory Time

Actionable Improvement Plans

None

***4B6.*** ***The CEO works and communicates effectively with the communities served by the institution.***

The president is a visible presence in the community. She regularly speaks and attends community events and is an active participate in ongoing discussions regarding the military buildup. She hosted a visit with Congresswoman Christensen, Chairwoman of the Subcommittee on Insular Affairs, in 2007. She was the guest speaker at the fourth conference on business opportunities in the islands, receiving acknowledgement from David Cohen, then Assistant Deputy Secretary of the Interior, for her accomplishments.

Since taking office, the president has consistently held ‘town hall’ meetings each semester with students to update them on the services and projects ongoing or planned for the College. Each meeting ends with a question and answer session where the president addresses each student’s concerns. If the president cannot answer the question at this time she will ask the respective managers to address these concerns.

The president conducts mandatory staff and faculty meetings, twice a year where she communicates plans, goals, and updates the campus community. One was held November 22, 2013 entitled “Closing the Loop” which included the president’s 2014 goals for the campus community. The president is a member of several public and private community organizations. This visibility enables her to be aware of the activities of the community and to provide greater awareness of GCC and its services and programs.

Self Evaluation

The president holds ‘Meet the President’ town meetings with students on a regular basis to get

feedback on campus related matters and to address students concerns (Presidents forum with students). Additionally, MyGCC has been launched to communicate with the college community and all stakeholders through an online environment.

The President held her AY 2013-2014 “Meet the President” (a forum with students) talks on October 9 and 10, March 17 and 18, at the Multipurpose Auditorium (MPA). She informed students about the campus construction projects, and the need to track graduates throughout and following graduation per Obama Higher Education Act. She introduced the new Institutional Strategic Master Plan (ISMP) for 2014-2020.

In the College’s continuing effort to communicate effectively with the community, the president and her team work with local government agencies and other entities to advance the College’s mission and goals.

The president discussed the progress made on the 2014-2020 ISMP goals, which mirror and relate to her assessment goals or Administrative Unit Outcome (AUO) during the 2013 “Closing the Loop” presentation.

Furthermore, on April 11 2014, she spoke with the faculty and staff about the 2014-2020 ISMP and explained how the goals of the ISMP are also her goals for the next few years. In TracDat, her AUO’s for fall 2013-2014 are based on the ISMP 2014-2020 goals which are listed below:

**AUO1: Retention and Completion:** Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare students for engagement in a global workforce.

**AUO2: Conducive Learning Environment**: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

**AUO3: Improvement and Accountability:** Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on college –wide priorities that boost improvement and accountability.

**AUO4: Visibility and Engagement:** Promote the GCC brand to achieve regional, national, and international recognition. With the President’s goals based on the previous and new ISMP, it is quite evident that she has met all her goals with the construction of five (5) new campus buildings and facilities and the expansion of new programs and technology support.

Actionable Improvement Plans

None

**C. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.*

**4C1. *The institution has a governing board that has the authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.***

Descriptive Summary

Policy 110 establishes the guidelines for the review of policies to assure quality and effectiveness of student learning programs and services as well as the sound operation of the College. It also adopted a guide for decision-making. In September 2008, the Board amended and adopted this policy under Resolution 14-2008.

Board responsibilities include the evaluation of existing and potential job skills needed on Guam, including those for business, industry, territorial and federal governments; coordination and recommendation of improvements in vocational educational programs in order to match program outcomes with current and existing job needs; encouragement of work-study programs in industry and more scholarships funded by private employers, labor unions, territorial and federal governments; encouragement of retraining programs for the unemployed and under-employed in order to provide a guaranteed workforce; evaluation and recommendations for executive and legislative action to improve programs regarding job innovation and development, and formulation of plans and objectives in measurable terms and continuous evaluation of the various programs operated by the College to determine if the College is complying with its statutory mandate. The College also must provide five (5) year follow-up studies of the graduates of the various programs operated by the College.

Self Evaluation

The Board is informed and aware of the College’s growth, outcomes, development and budget. Monthly financial reports are reviewed. Current issues, new activities, and program changes are channeled through the President to the Board via monthly meetings. They held a Joint Board Retreat on May 17, 2012 at the Student Center (see BOT Minutes February 27, 2012 and April 4, 2012).

Actionable Improvement Plans

None

***4C2****.* ***The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.***

Descriptive Summary

BOT Policy 115 was reviewed without changes, July 2014. The 13 governance responsibilities for the board includes a provision for BOT members to maintain good relations with fellow members, respect opinions, and work together to collectively support decisions.

The board regularly meets and the meeting minutes are posted on the public forum. Majority of meetings have a voting quorum and voting is always part of the meetings.

Self Evaluation

The BOT appears to work cohesively together during monthly meetings. BOT meetings were held every month during 2014, and as of April 2015. This is an improvement from 2013 meetings. Meeting minutes were reviewed for 2014 and 2015 and motions voted on by the voting members of the BOT, were consistently supported and no objections were raised. It appears the BOT work together and support one another during meetings.

Actionable Improvement Plans

None

***4C3****.* ***The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.***

Descriptive Summary

Board policy 455 recognizes that one of the major responsibilities of the board is the selection and evaluation of the president. Board policy 455 establishes the presidential selection criteria for the College.15 The presidential search committee for the current president was established using board policy 455 (BOT minutes, June 6, 2006, p. 6). The current president assumed her position June 2007 after a careful and thoughtful presidential search process.

Performance standards using a numerical scoring system with one (1) being the lowest and ten (10) being the highest score for each goal, is used in the presidents employment contract. The board evaluates the president based on her success in achieving the goals defined in her employment contract. The president documents progress toward meeting her goals each month with a written report to the BOT as well as a year-end performance report that are discussed in the executive sessions. The key to the College’s success is the excellent working relationship between the board and president.16

The college administered performance appraisal surveys of the GCC president, March 2015, and the results are pending. Previous performance appraisal was conducted spring, summer, and fall of 2012 and the results provided in the 2012 presidents performance appraisal report (myGCC public reports).

Self Evaluation

BOT has established through Guam law a clearly defined policy for selecting and evaluating the college president. The board has adopted the president’s annual performance reports each year of her presidency. The president has remained in position since 2006 hence no new selection process has been required. The evaluation of the president remains a requirement of the BOT and was conducted 2009, 2012, and 2015, on a three-year assessment cycle

The board evaluates the president’s performance based on the goals initially established.

 The president’s annual performance evaluation for June 2009-2010 revealed an ‘exemplary performance review, especially in professional development, community relations, accreditation, and financial stability of GCC’ (president’s annual performance evaluation June 2009-2010). This resulted in four percent pay raise to the president, the highest percentage allowed. The board established new, updated goals for the president.

The president’s 2012 performance appraisal report was conducted spring, summer, and fall of 2012 and the results provided in the 2012 presidents performance appraisal report (myGCC public reports). This report revealed that respondent’s most positively perceived the characters of the president are in the following areas: overseeing the College’s finances and business operations in a successful manner; demonstrating knowledge of and commitment to GCC;’s mission; making deliberate decisions which affect the College; ensuring that the College’s facilities are maintained and improved, maintaining high education standards; working well with the board; seeking opportunities to interact with a wide range of community members; solving problems and dealing with crises; being present at and participating in campus and community activities and function; and demonstrating a commitment to the philosophy of participatory governance. The president’s least positively perceived characteristic are issues associated with communication, unification, and fairness.40

The college administered performance appraisal surveys of the GCC president, March 2015, and the results are pending.

The BOT chair, Mrs Belanger communicated to the constitution via myGCC announcements that the BOT has extended the presidents contract for another three years through June 2019 (myGCC announcments, May 8, 2015). Results for the 2015 presidents performance appraisal are pending.

 During her tenure, the president has accomplished the following:

* The construction of four new buildings: building 2000, the Anthony A. Leon Guerrero Allied Health Center; a LEED Gold-certified, state-of the-art Learning Resource Center (the first LEED-designated building for the government of Guam); LEED-certified Student Center, and building E, which houses Education, English and pre-architectural drafting programs, and becomes GCC’s third LEED-certified structure (Chachalani, Nov-Dec 2014).
* Increased revenues by securing $9.2 million in ARRA funding, $2.2 million in USDA ARRA funding, an Asia American and Native Americans Pacific Islander Serving Institutions Program grant, a $1.28 million grant from the Guam Environmental Protection Agency/Guam Energy Office, and a $1.5 million grant for CACGP (up from $330,000 for its first year).
* Sustainability efforts.
* Increased student enrollment.16

Actionable Improvement Plans

Report progress on the president’s goals to the college community at the end of her yearly evaluation to provide opportunity for GCC constituents to share in her triumphs and challenges.

***4C4****.* ***The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.***

Descriptive Summary

The GCC board of trustees consists of seven trustees: one member represents organized labor, one represents business and industry; one represents a College student; and the remainder is Governor appointed members of the public. Per BOT policy at least two of the seven trustees must be women. There may be, in addition to the trustees, advisors who are without vote.

The institution is a public community college with board representation from throughout the island. The board members are nominated by the Governor and confirmed by the legislature. Every governing board member is a non-owner of the institution.

Self Evaluation

The BOT adopts policies and regulations necessary for the operation of the College. Board members appoint and evaluate the president. The also evaluate existing and potential job skills needed in the territory, including those for business, industry, territorial, and federal governments; they co-ordinate and recommend improvements in vocational education programs and scholarships funded by private employers, labor unions, territorial, and federal governments; encourage retraining programs for the unemployed and under-employed in order to provide a guaranteed workforce, evaluate and make recommendations for executive and legislative action to improve programs regarding job innovation and development, and formulate plans and objectives in measureable terms and continuously evaluate the various programs operated by the College to determine if the College is complying with its statutory mandate.

The governing board assumes responsibility for its decisions by initiating new ideas, improvements and promotion of the College policies. The board derives its authority from the Governor of Guam and it’s subject to provisions of the Government of Guam. The policies adopted by the board are consistent with the provisions of Guam law but do not encompass all laws relating to local government activities. As stated in the membership handbook, the trustees are charged with the responsibility of compliance and mandates of Public Law (P.L.) 14-77 (now P.L. 31-99), which created GCC, and all subsequent laws and executive orders pertaining to GCC. 22 In addition to supporting the president, the board is tasked with the responsibility of developing rules and guidelines that govern their activities as members of the board. As part of the board’s agenda, reports from faculty, staff, and students are included.

The board appears to be doing its part based on experiences and familiarity with the functions of the college. During meetings, the board reviews reports and presentations on new or proposed changes with academic services, student activities, campus operations, future college updates, and budget issues.

Because the BOT advocates for and defends the institution and protects it from undue influence or pressure, when the College received an unsolicited proposal several years ago, the board opted to use a ‘Request for Proposal’ to avoid any impropriety. That proposal was resubmitted with others in accordance with proper procurement practices (BOT minutes, July 5, 2007, p.5).

As statement of the Board’s independence from undue influence, the following policy serves as a reminder: Policy 105- Reaffirmation of Autonomy cites P.L. 14-77, “Except as expressly provided for herein and not withstanding any other law to the contrary, the College shall be autonomous and self-sufficient in matters pertaining to tis governance, organization and administration and the promulgation of its rules and regulations, in accordance with the Administrative Adjudication Law (Title XXV of this Code) pertaining to the following: (1) courses of instruction; (2) issuance of certificates, diplomas, credits and degrees; (3) personal recruitment, appointment, tenure, promotion, dismissal and other personnel matters; (4) obligation and disposition of funds, provided that appropriated funds are used for the purpose or purposes provided in the Act appropriating said funds; and (5) soliciting, receiving and using gifts of any kind whatsoever for the purposes provided in this Chapter: (BOT policy 105).

Actionable Improvement Plans

None

***4C5****.* ***The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.***

Descriptive Summary

The board adopted several policies and resolutions that uphold the quality and integrity of the College in addition to improving student learning programs and services. BOT policy 306 was amended and adopted December 2014, and outlines the board’s commitment to provide students with quality education programs. The board adopted a five-year cycle of program evaluation which will be undertaken by faculty in the respective departments. The program reviews are currently ongoing as of spring 2015. The LOC committee, then review and approve course and program guides.

Self Evaluation

The board passed policy 306 in response to mandated, newly approved accreditation standards to provide a more comprehensive process for all instructional programs, student services and administrative units on campus. The two-year cycle of program review will fulfill the following objectives: assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical education; ensure wise allocation of resources; determine program effectiveness; and implement program improvement strategies

The board regularly reviews, amends, and adopts current board policies which are reviewed, drafted and revisited during BOT meetings. The president regularly reports and updates the board on the financial status of the college during BOT meetings.

Actionable Improvement Plans

None

***4C6****.* ***The institution or the governing board publishes the board bylaws and policies specifying the boards size, duties, responsibilities, structure, and operating procedures.***

Descriptive Summary

As directed by the College’s enabling legislation (Public Law 14-77), and the GCC BOT by-laws, article I, the BOT consists of seven members. One member represents organized labor, one presents business and industry, and one member represents students of the college. Four are members of the public, and two of the seven must be women. Additional members are non-voting board advisors. Trustees are appointed by the Governor of Guam, and confirmed by the Legislature. Three trustees are appointed to three-year terms; three trustees are appointed to five-year terms; and the seventh trustee is an elected student member who serves a one-year term. BOT successors shall be appointed each for a term of five years, with the exception of the student member. The student member is elected by a plurality vote of students of the College and may be re-elected to no more than one (1) successive one-year term. The by-laws also dictate the terms of appointment, office, oaths, powers and compensation (BOT bylaws).[[13]](#footnote-13)

Self Evaluation

The current BOT membership fulfills the requirements of its enabling legislation. In addition to the seven members, advisory representation is provided by GCC faculty and staff. The president serves as the executive secretary of the board.

In compliance with established standards, the board reviews and publishes policies and procedures. These documents are available on the College’s website. The board’s operation, size, structure, responsibilities, and operating procedures are compliant with established policies (BOT bylaws). The BOT has developed and published its adoption of the Board of Trustees Membership Handbook, BOT Standing Committees, and Parliamentary Procedures at a Glance, based on the Robert’s Rules of Order. Meetings are held in open session; however, items for public discussion must be made in advance (BOT minutes, October 7, 2011, p. 2). Personnel matters, labor management relations and legal matters are held in executive session. Ex-official members may attend the executive sessions but must excuse themselves if asked to do so by the BOT.

Actionable Improvement Plans

None

***4C7****.* ***The governing board acts in a manner consistent with its policies and bylaws. The board regularly assess its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.***

Descriptive Summary

The BOT adopted policy 360 entitled ‘Comprehensive Assessment of Instructional Programs, Student Services, Administrative Unites, and the Board of Trustees’ establishing a regular cycle of assessment on a two-year cycle. The third and fourth assessment reports for the board were published March 2008, and fall 2010. The board amended policy 110- board policy devilment and review – and is committed to periodically reviewing policies to ensure that they remain appropriate. Between January 2008 and January 2009, policy review was embarked upon in earnest. A schedule was established and policies were reviewed in sets (policy review schedule, February 2008). With the assistance of the AIER office, a board policy review tool was recreated. The three VP, who were in place at the time review all policies. The policies were distributed according to the areas that fell under the respective VP purview. With assistance from the managers and deans from various departments and divisions, policies were reviewed for relevancy and timeliness. The policy’s status was designated as either to retain, amend, or delete. The two board members who were tasked with reviewing policies then met with each respective BP, and recommendations were made then submitted to the board for final approval. All of the policies were reviewed during this time period.

Board members may submit proposals for policy development or revision to the chairperson. Proposals originating elsewhere are routed to the president for review and recommendation to the board. 24

Self Evaluation

The BOT operates in a manner consistent with its policies, bylaws, and mandates. The decisions made by the board demonstrate its commitment to the College and its mission. However, questions related to these issues are not included in the board self-evaluation questionnaire (BSEQ). In its latest assessment, board members were in 100 percent agreement that the board conducts periodic reviews of its own polices and the board understands and fulfills its roles and responsibilities (Fourth board of trustee’s assessment report, fall 2010, p. 26). 25

In response to recommendation #4 of the 2006 Evaluation Report from the ACCJC team visit in March 2006, the BOT engaged in a review of board policies. The BOT has been proactive in reviewing and amending many of its policies, some viewing and amending many of its policies, some of which had not been addressed in 14 years when the board’s policy manual was developed. Board members scheduled a series of board assessment retreats between fall 2008 and spring 2009 specifically to review bylaws and policies with the assistance of legal counsel. The board met its goal of reviewing all policies by fall 2009. Among the changes made during this period the board deleted policies relative to the GCC foundation (Series 600). The board ammeded the foundations role over the BOT and initiated separate employers identification numbers (EIN). Although the foundation board has yet to approve some of these measures, the BOT has officially adhered to all three recommendations.

According to policy 110, board policy development and review, members of the BOT may submit proposals for policy development or revision to the chairperson and conduct a periodic review of policies and regulations to maintain currency on a two year basis. Although the last policy set review should have occurred in 2010, it was delayed due to meeting schedule conflicts among the board members. The BOT members were sent electronic copies of all the policies in July, August, and November 2011. At the time of this writing plans are currently being formed to place this item on the agenda for the December 5, 2011 meeting in order to get the review cycle back on track (email from BOT secretary, November 17, 2011).

Actionable Improvement Plans

None

***4C8****.* ***To ensure the institution is accomplishing its goals for students success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.***

Descriptive Summary

* FACT book for Student learning achievement &
* ISMP 2014-2020

 **T**he BOT responds to requests, including one from the American Association of Community Colleges (AACC), to support President Obama’s American Graduation Initiative.

Commencement ceremonies are held at the end of spring semester every year, at the UOG field house.

The board adopted resolution 21-2009 in response to student’s requests to hold off increasing tuition and fees for AY 10-11. However the BOT voted on the tuition increase starting Fall 2011 since the tuition increase was on hold since Fall 2009. The increase was unavoidable due to increases in utilities, rates, supplies, and maintenance (Gina Ramos, BOT chairperson).

Self Evaluation

Part of improving academic quality includes providing a campus that is safe, and able to supply students with the tools necessary for learning. The college has hired an institutional researcher to track and produce reports necessary for Obamas initiative and is ongoing (Aaron Parker?).

The spring 2014 commencement ceremony was well attended by approximately 80% of GCC faculty (BOT minutes, July 24, 2014).

Actionable Improvement Plans

None

***4C9****.* ***The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.***

Descriptive Summary

The board approved a five-year training schedule (2009-2015), which outlines potential training, both on and off island, and training that is required by law. Funds for these trainings come from the non-appropriated funds account.

The board adopted policy 120 – Orientation of new board trustee members. As part of the orientation process, members are given a handbook and are taken on campus tours. The handbook includes an overview of such issues as the GCC mission statement, trustee roles and responsibilities, code of ethics and conduct, decision-making, being an effective board member, bylaws and other pertinent information. Included in their initial packet are the minutes from the five previous meetings. Public law 14-77 mandates the staggered terms for membership. Of the current members, only two were still sitting members during the last accreditation visit.

Because the Association of Community College Trustees (ACCT) provides off-island boardsmanship training for members and covers such issues as ethic and how to work with a CEO, a number of board members availed themselves of these training opportunities. Additional training was undertaken in areas related to leadership, growing support from the private sector, legislative summits, student leadership, interest-based bargaining and effective education partnerships.

Self Evaluation

The board continues its efforts to become more effective in administering its duties and responsibilities by attending conferences, retreats, and training opportunities (BOT’s training schedule 2009-2015). Members attended sessions sponsored by ACCT; the association of governing boards; GCC’s assessment, institutional effectiveness and research office, GCC development and Alumni relations office, and the University of Guam (UOG). Included in these sessions are issues related to accreditation, assessment, governance, ethics, and leadership.

In order to be effective each new BOT member needs to have a basic understanding of the roles, functions, and responsibilities of trustee membership. Board policy 120 specifically addresses the orientation of new BOT members to include explanations, tours, materials, and handbooks (BOT policy 120).

Board policy 125- Professional Associations – directs the College to maintain membership in the American Association of Community Colleges (ACCC), the Association of Community College Trustees (ACCT), and the Pacific Postsecondary Education Council (PPEC) and other educational associates as the BOT may choose (BOT policy 125).

In its current membership, the BOT is a dynamic and technologically literate group. Members thoroughly read the materials’ given to them prior to a meeting or retreat. The board has moved to conducting much of its business electronically in line with the College’s sustainability efforts. Members also evaluate themselves using online surveys. Communication and response time have improved as a direct result of their technological literacy.

In the board’s latest assessment, one recommendation was to implement a mentorship program for new board members where an existing board member serves as a mentor (fourth board of trustees’ assessment report, fall 2010, p. 28).26 The board discussed this recommendation during its retreat on February 26, 2011.27 The newly elected BOT student trustee attended her first BOT meeting June 6, 2014 and was to attend COPSA student retreats May through August 2014 (BOT meeting minutes, June 6, 2014).

The BOT and the GCC foundation board of governors meet jointly during their annual retreat or as needed. The group typically meets every February and discusses such issues as accreditation, assessment, review of board policies, the College’s annual giving campaign, and Guam’s career pathway system.28

Actionable Improvement Plans

None

***4C10****.* ***Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.***

Descriptive Summary

Under policy 306, the BOT must complete an assessment plan and report in consonance with the other constituents undergoing assessment at the College. In keeping with GCC’s cycle of assessment, the BOT conducts its assessment every two years. AIER conducted a board assessment study in spring 2008 (third assessment report) and spring 2010 (fourth assessment report). Its subgroup, the foundation board, is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness. Results of their performance are published and made available through the College’s website.

The board conducts an evaluation based on two survey instruments: BSEQ for board members and governing board assessment questionnaire (GBAQ) for board meeting participants. Results are published and made available on the College website. The board develops its assessment plan and uses TracDat to record its goals and assessment activities, with the assistance of the board secretary.

Self Evaluation

Actionable Improvement Plans

According to the BOT assessment activities and timeline for academic year 2007-2008, goal two is to establish and implement systematic assessment processes. Incorporated in that goal is a regular schedule for board assessment retreats. These retreats have been effective in reviewing the BOT membership handbook, establishment of duties of standing committees of the board, the adoption of the parliamentary procedures at a glance for the board’s official guide.29

Additionally, the board reviewed the BSEQ, GBAQ, board policies, and the board’s five-column assessment plan30 and its activities and timelines. The BOT approved its assessment plan that included membership education, board assessment and review of board policies, and addressed these areas in the December 15, 2007 retreat. The office of institutional effectiveness and research (IER) and the academic VP/accreditation liaison officer made several presentations to the board regarding assessment-related issues during this time. August 2009, the board won the AIER award for best administrative group for their assessment work in 2008.

According to the fourth board of trustees’ assessment report, the board evaluates its own performance on a regular basis. The evaluation process helps the board enhance its performance and develops annual goals for the College. In its last assessment, three suggestions were made to improve the board’s overall functioning; convening an annual or bi-annual meeting with advisory groups, faculty, administrator; implementing a mentorship program for new board members, and conducting periodic joint visits with the president and key government officials.31

This assessment report shows that the board has an improved working relationship with the CEO in comparison with their last assessment report.32 Compared to the third board assessment study, improvements were made in several areas, including rotation of leadership in key board offices; ensuring that the College keeps the community well informed of its activities, educational perspectives and plans; providing time to learn more about the important issues facing the College; and recognizing the foundation board as an effective vehicle for the contribution of funds to support the College’s activates, goals, plans, projects, and programs.

As for board responsibilities, members moderately agreed with the nine statements related to this theme in their self-assessment: 1) the board has an agreed upon philosophy as to the distinction between policy and administration; 2) the board ensures that the College keeps the community well informed of the College’s activities, educational perspectives, and plans; 3) the GCC foundation board is an effective vehicle for contribution of funds to support the College’s activities, goals, plans, projects, and programs; 4) the board allocates organizational funds for the purpose of board member education and development; 5) the board is well informed about educational an manpower training needs of the community; 6) the board periodically sets aside time to learn more about important issues facing the College; 7) the board has an established procedure to orient new members to the institution and to the duties and responsibilities; 8) and the members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions. Although they also moderately agreed that the board rotates leadership in key board offices, the high stand deviation reveals a divergent of opinion among respondents.33

Actionable Improvement Plans

None

***4C11.******The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.***

Descriptive Summary

The BOT reviewed and adopted policy 115- ‘Code of Trustee Ethics and Conduct’ on September 5, 2008, which recognizes that the education of students is the reason for the College’s existence; all other functions must support this purpose. It is the duty of the BOT to ensure that students receive the highest quality of education in the most efficient manner possible. The board recognizes that in the performance of their governance responsibilities, the BOT shall act in the best interests of the educational needs of the territory; promote and encourage open, mutually supportive and accountable participation of students, faculty, and staff in the governance process; communicate and promote the needs of the community to the College and the needs of the College to the community; encourage and support open access to the board while maintaining appropriate and well-defined College communication and decision-making channels; recognize that ta trustee is a member of a legal entity; that the strength and effectiveness of the board is as a unit; that the majority decisions of the board shall be supported even when personally opposed, and that ta single board member has not authority to act on behalf of the board unless so authorized; develop and maintain good relations with fellow board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation; maintain consistent and vigilant oversight of the College with emphasis on instructional quality, operational efficiency, and fiscal stability; promote a healthy working relationship with the president through supportive, open, and honest communication and regular evaluation; delegate authority to the president and staff to initiate policy recommendations, administer educational programs, conduct College business and implement board decisions; act honestly and openly at all times following the letter and intent of all applicable local and federal laws and keeping the confidentiality of privileged information; avoid all conflicts of interests and the appearance of conflicts of interest and not use the position as trustee for personal gain; devote time to educational and informal activities which will enhance one’s personal ability to function effectively as a member of the BOT; and maintain confidentiality of all board discussions held in closed sessions and recognize that deliberations of the board in closed sessions are not to be released or discussed in public without the prior approval of the board by majority vote.

As part of the board’s assessment, several questions in the BSEQ pertain to the area of personal conduct. In accordance with PL 28-76, all board members must attend and ‘Ethics in Government Program’ within the first six months of their appointment and must attend a refresher course once every four years. The ethics workshop certificate of completion attached here serves as evidence of tow board member’s participation in board education.34

Self Evaluation

No changes were made policy 115 because it was relevant to how board members conduct themselves. In addition to board policy, the issue of ethics for members of boards within the government of Guam is addressed in PL 28-76, ethics in government program.

The latest BOT assessment report found the board consistently follows its own ethics policy.35 In comparison to the third board assessment study, there is an improvement in the climate of mutla turst and support between board members.36 Trustees moderately agreed that they were sensitive of the need to avoid even the appearance of conflict of interest, that they honor divergent opinions without being intimidated by them, that there was a climate of mutal trus and support between board members, and that members are prepared to participae responsibly in board meetings.

Actionable Improvement Plans

None

***4C12****.* ***The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.***

Descriptive Summary

The board delegates full responsibility and authority to the president to implement and administer board policies on a day-to-day operational basis and run the College without influence from the board as a whole or from individual board members (BOT bylaws, p. 7).

The board evaluates the president based on her success in achieving then goals defined in her employment contract. The president documents progress toward meeting her goals each moth with a written report to the BOT as well as a year-end performance report that are discussed in the executive session.

Self Evaluation

During the BOT monthly meetings the president provides progress reports related to the college financial status, capital improvement plans, and other activities. Due to the sensitive nature of some issues outlined in the some meeting agendas, they may be discussed during the executive session and are not available for public viewing. Because the president outlines her goals for the year during convocation, it would be prudent to discuss how successful she was in achieving them.

The president has been working in concert with the College governing council and the faculty senate to ensure effectiveness in the operational process of the College through planning, organizing, budgeting, and the selection and development of personnel.

During her tenure, the president has accomplished the following:

* The construction of four new buildings: building 2000, the Anthony A. Leon Guerrero Allied Health Center; a LEED Gold-certified, state-of the-art Learning Resource Center (the first LEED-designated building for the government of Guam); LEED-certified Student Center, and building E, which houses Education, English and pre-architectural drafting programs, and becomes GCC’s third LEED-certified structure (Chachalani, Nov-Dec 2014).
* Increased revenues by securing $9.2 million in ARRA funding, $2.2 million in USDA ARRA funding, an Asia American and Native Americans Pacific Islander Serving Institutions Program grant, a $1.28 million grant from the Guam Environmental Protection Agency/Guam Energy Office, and a $1.5 million grant for CACGP (up from $330,000 for its first year).
* Sustainability efforts.
* Increased student enrollment.16

Actionable Improvement Plans

None

***4C13****.* ***The governing board is informed about the Eligibility requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and function in the accreditation process.***

Descriptive Summary

The board is aware of involved in, and supportive of the accreditation process through review of the standards relevant to their areas of responsibilities. Board members receive training which often occurs at Board retreats where the accreditation process is always part of the agenda. In fall 2013, the College launched an accreditation awareness campaign encouraging all BOT members and College employees to take ACCJC’s online accreditation workshop. This workshop enables members to increase their knowledge and understanding of the four accreditation standard committees, and the accreditation process. During board retreats, the accreditation liaison officer regularly apprises the board of accreditation issues. The chairperson of the ISER committees updated the board of the process and status of their reports. Other session with the foundation board of governors and members of ACCJC were conducted.42 When ACCJC conducted training sessions on Guam, several trustees were also in attendance.

Because the board must first approve all reports that are submitted to the commission, the members are cognizant of their role in the accreditation process. Additionally, the board chairperson was included in the standard IV extended committee and has the opportunity to comment on the ISER in its final draft.

Self Evaluation

In the last evaluation report from the visiting team, the board was found to be minimally involved in the accreditation process. The board approved the accreditation self-study report however, its members did not seem to be well versed on the commission standards and were not directly involved in the development of the study other than the signing off on the document. This concern was also reflected in the 7th annual institutional report and was given the appropriate attention by the College. Because it is critical that the BOT be well informed about accreditation issues, members were more actively involved in the accreditation process through presentation, training, and working sessions during this accreditation cycle (notes of the BOT retreats, September 15, 2007, April 5, 2009, and February 13, 2010). Board retreats are working sessions, and it is at these times that dialogue and discussion enhance the members understand and participation in accreditation issues. Boardsmanship training was facilitated by the executive director of WASC. The BOT attended a findings/report briefing on the ISER by the standard IV committee (standard IV briefing to the BOT, October 2, 2011).

. In 2013 one accreditation related question was added to the BSEQ survey. Question 41 asks board members to state if they had taken the online workshop. At that time two out of six voting members (33%) had taken the online course. A seventh member was added to the BOT September 4, 2014 and was encouraged to take the ACCJC online workshop. As of December 2014, 80% of BOT members had completed the ACCJC’s online accreditation workshop.

AIER uses the BSEQ and the GBAQ to assess the board. Although several questions directly relate to accreditation standards, none address the issue of whether the members are knowledgeable about the standards, including those that apply specifically to the board.43

The board assesses its performance with some accreditation standards in areas such as training, new board orientation, evaluation and review of board policy.44  The president, BOT, and foundation board have maintained a 100% compliance rate since becoming a reporting unit in TracDat. These units are assessed every other year.

The board’s approval of the ACCJC mid-term report, March 2009, indicates knowledge of the institutional reports that are due to the commission and the recommendations that are made. Their financial commitment to the accreditation process is evident in their allocation of funds for expected and additional accreditation-related expenses (BOT minutes, August 1, 2006, p.3). In anticipation of the next accreditation cycle, $12,000 and $75,000 were allocated for FY 2011-2012 (2011-2012 budget request NAF).

All accreditation reports and related documents are available on MyGCC, the College’s intranet system. In September 2010, only half of the ten BOT members listed a GCC email address, which is needed for right of entry to MyGCC, indicating that not all members can access this information.45 Since then, all members have been given the credentials to go onto the system (email from BOT secretary to trustees, October 20, 2011).

Actionable Improvement Plans

Include more questions related to the accreditation standards in the BSEQ so that board members can increase their knowledge of the accreditation process.

1. [Faculty Senate diagram](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3975=607) [↑](#footnote-ref-1)
2. Board of Trustees (Policies [100](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3457), [197](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2280), [340](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2700), [470](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1789)) [↑](#footnote-ref-2)
3. [6th Annual Institutional Assessment Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=879), p. 1 &[7th Annual Institutional Assessment Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=867), pp. 16 & 19 [↑](#footnote-ref-3)
4. [Institutional Effectiveness Survey Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1120), p.5 [↑](#footnote-ref-4)
5. [10th Annual Institutional Assessment Report](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2904) [↑](#footnote-ref-5)
6. [Article XII “Participatory Governance”](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3956=607), BOT-GFT Agreement, 2005-2010. [↑](#footnote-ref-6)
7. [Faculty Senate Minutes](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3976=607), 29 September, 2009 [↑](#footnote-ref-7)
8. [ACCJC letter from Dr. Barbara Beno to Dr. Ray Somera on May 2, 2008](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3953=607). [↑](#footnote-ref-8)
9. [Institutional Effectiveness Survey Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1021), p.10 [↑](#footnote-ref-9)
10. [Institutional Effectiveness Survey Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1021), p.13 [↑](#footnote-ref-10)
11. [2009 Accreditation Mid-Term Report, pp. 2-8](http://www.guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1783) [↑](#footnote-ref-11)
12. [10th Annual Institutional Assessment Report, p. 13](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2904) [↑](#footnote-ref-12)
13. BOT By-Laws [↑](#footnote-ref-13)