**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.*

***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****.*

**Resubmitted with changes: RLoveridge 4/1/2016**

Descriptive Summary

Guam Community College is committed to maintaining a culture where students, faculty, administrators, and staff work together in a positive and collaborative way. Guam Community College’s goals and values are articulated through the mission statement, and program improvement is supported through the participatory governance structure. Striving for excellence through continuous improvements led the GCC Board of Trustees to adopt the 2014-2020 Institutional Strategic Master Plan. College improvement is supported through the 2014-2020 ISMP goals, which include a conducive learning environment, course improvement, and visibility and engagement.[[1]](#footnote-1)These goals reflect the college mission of overall excellence in career and technical workforce development and accentuate the college’s commitment in the following ways:

1. Strengthen and improve college curriculum and program delivery fostering retention and completion rates.
2. Providing a campus environment conducive for learning and teaching, embodying a family spirit.

Institutional leaders have created opportunities to assist faculty and departments in developing concepts to improve student completion rates, enhance student learning, and improve course assessment. The president and academic vice presidents (ACVP) have been the leaders in providing opportunities and incentives for institutional improvement at the college.

The office of the president encourages innovation through the “Innovative Ideas” Incentive Program (PIIP). This program encourages and supports college members in developing strategies to improve student retention and completion. The program design includes researching; developmental education and skills gaps, student success models, student support services, completion challenges and pathways to increase completion outcomes and success rates of those with developmental education issues.[[2]](#footnote-2)

In addition to the Presidents PIIP program, the office of the Academic Vice President (AVP) developed the Small Assessment Grant Award (SAGA). The SAGA funds faculty or departmental innovative approaches to improve course assessment. The grant offered biannually focuses on improving practice in course assessment, enhancing student-learning outcomes, and serves as an incentive to those willing to engage in small research projects.[[3]](#footnote-3)The development of these programs supports the college goals of strengthening and improving student outcomes and course improvement through visibility and engagement.

The College recognizes the importance of input from all stakeholders. The participatory governance structure supports the College community to participate in decision-making and institutional improvement processes. The Center for Student Involvement (CSI) oversees student governance, organizations, and development. Staff and faculty through their respective senates participate in the college improvement, planning, and decision-making processes. Faculty and staff senate representatives collaborate with administrators, students, and council members in deciding what governance-related issues and concerns will be forwarded to the college president or BOT.

College performance is evaluated through annual reports, audit reports***,*** and BOT policies. The GCC annual reports, fact books, and other public reports are available electronically through the GCC homepage. Registered students, faculty, staff, and administrators have access to reports, campus events, committee minutes and other pertinent information. 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 and impact video (www.guamcc.edu/acc12/index.php) are used 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. Evaluation and assessment reports of the President, BOT, and administrators are available via 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 to some degree, and each employee of the college contributes.

Intuitional performance and updates are provided biannually to students during the president’s town hall meetings, “Meet the President.” These events are electronically broadcast to students on the MYGCC announcement tab, and in the COPSA calendar and flyers. This forum allows for students participation in college improvement provides students with the opportunity to express ideas or concerns for institutional improvement.

Annual college convocation updates faculty, staff, and administrators on college and campus improvement, and progress. Other mechanisms for participation of college improvement ideas can be discussed during department meetings, committee meetings, student leadership meetings, department chair meetings, and president’s management team meetings.

With the implementation of the MyGCC website, GCC achieved a unified, digital campus. To address the ACCJC’s concern for data validity, an institutional researcher was hired January 2015 and worked in AIER. Publications were produced as a direct result of this new position, including the student achievement benchmarks for course completion and retention.[[4]](#footnote-4)

Self Evaluation

Leaders of the college developed two incentive award programs, the SAGA award and the PIIP. The aim of the PIIP program was to increase completion outcomes and success rates of those with developmental education issues. Through success of this program the college has seen a steady rise in admission of eligible students graduating with a certificate of mastery in Guam high schools and continuing post-secondary education.[[5]](#footnote-5) These incentive programs have provided students with college credits where this was previously not an option and provides faculty the ability to research, implement, and take action on outcomes that drive student success. The results and findings of these reports are available to the college campus for review.

The AVP office generates annual SAGA closeout reports. These annual reports provide the college community with evidence-based research, findings, and conclusions for individual projects approved by the AVP. Practices to improve student learning and outcomes developed through these awards include the development of training for faculty members to develop culturally effective teaching practices.[[6]](#footnote-6) Faculty can use these ideas and findings of these projects to better serve the academic needs of the college students.

The 2013 SAGA Volume 5 closeout report, titled “The Dual Enrollment Accelerated Learning Program” (DEAL) and the Dual Credit Articulated Program (DCAPS) were programs developed by college deans. These programs currently provide high school juniors and seniors the opportunity to simultaneously earn high school and college credits for classes not offered at the secondary level. These classes were primarily mathematics and English courses.[[7]](#footnote-7) Taking the DEAL courses while in high school provides students with a head start when entering college, and will decrease completion time. The DCAPS, implemented spring 2012, was designed to articulate the trades and technical (CTE) courses, allowing certificate of mastery students the opportunity to gain secondary and college credits for CTE courses. College credits awarded range from three to fifteen credits across various CTE programs.[[8]](#footnote-8) The outcomes for the DEAL and DCAPS projects are improving and documented in the 2013 SAGA report.[[9]](#footnote-9)

The AY 2014-15 Participatory governance Structure Handbook was developed for the first time through research and collaboration with various stakeholders at the college. The handbook provides the governance structure, history, and roles of the institutional committees. The establishment of participatory governance has been successful and has “Brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution.”[[10]](#footnote-10)

The November 2013 college assembly is an example of the College’s participative process in action. Following a brief presentation all shareholders were encouraged to participate in the development of the 2014-2020 ISMP.[[11]](#footnote-11) Stakeholders provided input and feedback that led to implementation of the finalized document in 2014. The ISMP 2014-2020 is available electronically in the MYGCC public reports.

Several mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. These mechanisms for students include “Meet the President” town hall meetings and COPSA who coordinates student associations. The town hall meetings have seen a growing number of students attending the sessions. The fall 2014 meet the president two-day session had 389 students, staff, administrators, and faculty in attendance.[[12]](#footnote-12) Additionally, joint strategic planning sessions between the Faculty Senate and the Administration are held every semester.

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, students, faculty, and staff, leading to institutional improvement. The Faculty Senate structure has empowered departments to improve and enhance their programs and curriculum based on their advisory committee’s feedback.

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.**

**Resubmitted by Rose Loveridge May 20 2016**

Evidence of Meeting the Standard

Administrators, faculty, staff and students are involved in governance and decision-making processes at the College. Administrative leadership at the College consists of the Board of Trustees (BOT), the president, vice president of academic affairs, and the vice president of finance and administration. Faculty and staff are represented through respective Senates, and the Council on Postsecondary Student Affairs (COPSA) represents students, and the College Governing Council (CGC) represents a combination of participants from all sectors.

The governance groups create avenues for dialogue on college issues and ensure administrators, students, faculty, and staff communicate and collaborate to provide the highest quality student-centered education. All groups have approved by-laws and the Participatory Governance Structure Handbook (PGSH) guides these roles in the decision making process. The ‘Participatory Governance Structure’ is presented in an organizational chart in the PGSH.[[13]](#footnote-13) Participatory Governance committees are required to complete meeting minutes and file year-end reports. Templates are provided to guide this process.[[14]](#footnote-14) The year-end reports communicate effectiveness or issues that may need addressing.

Analysis and Evaluation

The BOT, Administrators, CGC, and faculty and staff senates work together to develop policies, practices, and agreements to benefit college participants. College administration supports faculty-led planning processes, which has improved the faculty-administrator governance structure. The Faculty Senate and CGC governance entities produce an environment for empowerment, innovation and institutional excellence throughout the College community.

Postsecondary and Adult High School students are represented by COPSA, which serves as a voice that addresses issues for students. The CGC has two student members and one elected student sits on the BOT to ensure students participation in the governance process. The GCC Student Handbook provides students with names of officers of the college and student leaders serving on COPSA and the BOT.[[15]](#footnote-15)

College Governing Council meetings allow faculty, staff, students, and administrators to report concerns or present updates of policies and finances at the college.[[16]](#footnote-16)

Faculty have the option to perform committee work in exchange for release time.[[17]](#footnote-17) There have been issues to prove faculty committee accountability and filling committee vacancies. According to the faculty senate, GCC management opposed filling committee vacancies after the committee sign-up deadline and the faculty senate believed participatory governance was restricted.[[18]](#footnote-18) Working in the spirit of participatory governance is the vision for all.

 To ensure faculty committee accountability, chairpersons of committees and those in positions of authority authenticate faculty participation by completing the “Faculty Accountability Report for Committee Work.”[[19]](#footnote-19) This document provides evidence of committee meetings attended by faculty, and is due to AIER on the last day of spring and fall Semesters.

Actionable Improvement Plan

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.***

***Resubmitted with changes by Jennifer B. Artero, Assistant Professor on 11MAY2016***

Evidence of Meeting the Standard

The College strives for institutional excellence and successful outcomes by encouraging all stakeholders to contribute and participate in its development. Hence, the Board of Trustees includes policies and procedures for the establishment of shared governance as an essential component of the college’s operations. The College’s Board-Faculty Agreement (2012-2016) establishes the role of faculty in institutional governance.[[20]](#footnote-20) The principle of shared governance includes Faculty Senate, a college-wide body of elected faculty, students, and staff. Both Faculty Senate and the College Governing Council (CGC) clearly delineate duties and powers including, but not limited to, academic and non-academic matters pertaining to the mission of the college. Furthermore, both Senate and Council, with the input from its respective constituencies, suggest and/or forward recommendations to the president for action. 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.

The College’s Committee on College Assessment (CCA) involves administrators and faculty via Assessment Leadership Summit agenda to provide training in Student Learning Outcomes (SLO), TracDat, Budget, and ACCJC.[[21]](#footnote-21)

 Analysis and Evaluation

Faculty can participate in College endeavors at three different levels at an individual, department or committee level. Although faculty can make recommendations, some issues such as budgetary finances are beyond their control. However, Faculty Senate has given faculty a greater awareness and involvement in College affairs and increased communication and interaction.[[22]](#footnote-22) A positive impact to improving dialogue between faculty and administrators has been felt throughout the campus.

In addition, the College currently has a Faculty Union, which has created and implemented constitutions and bylaws to assist the College to govern faculty qualifications, evaluations, and financial aspects of its members. Faculty members elect the Union officers.

Actionable Improvement Plan

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.***

**originally Submitted by Barb Mafnas Fall 2015**

**Revisions by Tico Tenorio May 2016**

Descriptive Summary

The College has a governing board that is responsible for establishing policies to assure the quality, effectiveness, and integrity of decision-making with expertise and responsibility to achieve goals and improve learning. The College ensures appropriate information is disseminated regarding institutional plans, policies, and curricular change via MyGCC Announcements, annual College Convocations, town hall meetings, College Assembly, Mission and ISMP Feedback (2013) and Assessment Leadership Summits (2012-present). These events and activities are held on a regular basis.  In addition, the College has various Committees as outlined in the College’s BOT Union Contract (2012-present). Furthermore, the College publishes an annual Participatory Governance Structure Handbook and monthly newsletter titled “Chachalani” (2012-present) used to disseminate information pertinent to the College events, including milestones and upcoming activities. The College’s website known as MyGCC is used as the primary tool to communicate information.

The President updates the Board monthly, addresses faculty and staff at the annual convocation and during assemblies, and also holds town hall meetings with the students every semester. Using these forums, the President disseminates information about the status and progress of the College on various fronts, receive ideas, and feedback from the students and addresses concerns voiced. The President and Board work as a team consistently adhering to and implementing its policies and bylaws. The team regularly evaluates its policies and practices and revises them as necessary.

Self Evaluation

The establishment of GCC’s Faculty Senate (FS) 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. Both FS and CGC minutes (2012-2014) reflect the discussion of ideas and the communication that occurs in these meetings and are posted on MyGCC.

The FS has taken several steps to increase transparency by approving a FS email address, uploading committee bylaws and meeting minutes to its website, and publishing a newsletter. However, not all FS minutes have been posted online but a hard copy is available for review upon request. Some information regarding committees, memberships, agendas, minutes, and other pertinent information may be outdated. Nonetheless, all FS committees are required to utilize MyGCC to upload minutes and other relevant documents, but there is no established timeline of when this must be completed. The FS is presently trying to resolve this issue.

Presently, Professional Development days [[23]](#footnote-23) have been held when all faculty and staff can gather on the same day and during the same time slot as the College agreed to shut down operations to conduct college-wide educational conferences and in-services (Fall 2012-2014). In addition, College administrators continue their support to faculty and staff by establishing occasions for informal interaction and socializing through events such as monthly birthday celebrations, Thanksgiving luncheons, Christmas parties, and more social events.

Actionable Improvement Plans

None

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

***Resubmitted with changes: by Jennifer B. Artero, Assistant Professor on 11MAY2016***

Evidence of Meeting the Standard

The College has a governing board that is responsible for establishing policies to assure the quality, effectiveness, and integrity of the decision-making with expertise and responsibility to achieve goals and improve learning. The Board and institutional governance ensured appropriate consideration was taken by employing Dr. Laura Souder and Dr. Samuel Betances as experts to develop, lead, and implement the College’s transformation process. The College will include transformational leadership training as a part of a percentage of their performance evaluation beginning in 2016.[[24]](#footnote-24) Other key considerations were decided as the College is proposing to build a new annex, hence, hiring legal counsel to move forward with the procurement process to solicit nearby landowners to bid to expand the college campus.[[25]](#footnote-25)

The president updates the Board monthly, addresses faculty and staff at the annual convocation[[26]](#footnote-26) and during assemblies. In addition, holds town hall meetings[[27]](#footnote-27) with the students every semester.[[28]](#footnote-28)

Analysis and Evaluation

The Board is acquainted with the College’s plans, policies, curricular changes and growth as displayed at monthly BOT meetings. Any new policies, activities, and programs are formally presented to the Board at monthly meetings via the President, the Student Trustee, the Faculty Advisory Member, and the Support Staff Advisory Member.

Actionable Improvement Plan

None

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

**Resubmitted by Rose Loveridge May 20, 2016**

Evidence of Meeting the Standard

The Participatory Governance Structure Handbook guides college stakeholders in the decision-making process. The CGC has the responsibility to communicate recommendations to the president. The president reviews the recommendations and makes the final decision to present to the BOT.[[29]](#footnote-29) The BOT has the responsibility to ensure the college meets the needs of its stakeholders and to ensure decision-making processes are communicated through policies, meeting minutes, annual, and public reports.

Other methods used to communicate leadership and governance-related decisions, actions, and outcomes, include by-laws, financial reports, resource allocations, and committee minutes. The AIER is the central depository for all governance reports that is only accessible to registered users.

Analysis and Evaluation

President Okada reports college activities, finances, and capital improvements during the BOT monthly meetings. Faculty, staff, and student advisory members update and report college activities during these meetings. The BOT has the ultimate responsibility to vote on decisions that are reflected in meeting minutes.

The president communicated the completion of college renovations, the recruitment of employees, and the opening of bid processes during January BOT meeting.[[30]](#footnote-30) The president closed out the fiscal year finances during November 2015 BOT meeting. It was noted that the college is still owed approximately $7.985million by the Department of Administration.[[31]](#footnote-31) Announcements of monetary donations for the college are provided in BOT minutes, including the "TakeCare" donation.[[32]](#footnote-32) The BOT approves the expansion or development of new programs.[[33]](#footnote-33) Every year the college budget must be approved by the board and this is communicated in meetings minutes.[[34]](#footnote-34) The BOT meeting minutes are available to the public on the MYGCC webpage.

“MYGCC announcements” is a useful online tool documents decision-making processes to college stakeholders, such as the closing of the campus for mandatory training, student contests, and workshops. The president’s contract was due to expire June 2016 and BOT announced to its constituents that they had extended the president’s contract through June 2019.[[35]](#footnote-35) It was positive and open communication that was shared to the constituents prior to media releases.

Media releases are another format used to communicate decision-making processes such as commencement ceremony’s, accreditation of programs, and scholarship awards.[[36]](#footnote-36)

Documents are posted in a timely manner to the public reports page including documents on institutional effectives, and financial information, leading to transparency and accountability.

Actionable Improvement Plan

None

**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.***

***Resubmitted with changes: by Jennifer B. Artero, Assistant Professor on 11MAY2016***

Evidence of Meeting the Standard

The College integrates a regular evaluation of its policies, procedures, and processes that are published and available on MyGCC online in the public forum.  As part of the two-year assessment cycle of the College, all governance units are assessed and then reviewed by the Committee on College Assessment.[[37]](#footnote-37) The College has adopted a program review model that integrates assessment results with planning and budgeting. Most importantly, evaluation reports of the governance structures are published and made available online in MyGCC’s public forum. In addition, these reports contain recommendations for improvement.

 Furthermore, there are a host of committees and task forces that provide opportunity for broad-based participation and input for collegial decision-making.[[38]](#footnote-38) Regardless if fundamental or grave issues arise, the President and Board play a central role in evaluating the effective of the decision-making process and structure.[[39]](#footnote-39) The outcomes of this survey are documented discussing the effectiveness of planning structures and planning processes.[[40]](#footnote-40)

Analysis and Evaluation

Evaluation of the governance process on campus has been extensive. All the parties that are involved with governance are assessed every two years. These include BOT, President, and FS. Others include the Foundation Board of Governors and COPSA.

Actionable Improvement Plan

None

**B. Chief Executive Officer**

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

**Re*s*ubmitted by Rose Loveridge May 20. 2015**

Evidence of Meeting the Standard

Dr. Mary A.Y. Okada has served as president/CEO of GCC since July 2007. Dr. Okada formerly served as the GCC vice president for business and finance. The president’s contract was extended in May 2015 through June 2019. Her contract renewal for a further four years indicates the BOT’s confidence in the president’s performance and leadership.

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 2009-2014, and 2014-2020. These master plans contain information on the college’s efforts to develop a progressive vision for growth that looks to the 21st century, but also remains grounded in 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 campus, which was vital since many buildings were rundown and student enrollment had increased. Her strong background in accounting serves as an advantage for GCC in seeking federal funding.

The president uses various methods to communicate college effectiveness and goals to students, staff, administrators, and faculty. The president conducts “Meet the President” events in the college MPA twice a semester. These events are held over a two-day period and are for students, and open to staff, faculty, administrators, and management teams. The president utilizes these events as one of the mediums to communicate the college’s goals, discuss the college’s sustainability, campus improvements, and other significant activates to improve GCC’s institutional effectiveness, and other current issues. Following her presentation the president allows students to ask questions or raise issues that concern them. The steady increase in numbers attending these events verifies this has become a popular avenue for students to communicate directly with the president.[[41]](#footnote-41)

The president communicates institutional goals and college updates to administrators, staff, and faculty at yearly convocations and college assemblies. At these assemblies the president discusses college enrollment, and updates the employees on financial, planning and campus developments.

The president also communicates via written statements titled “President’s Message” in various college documents and public reports, including 2014-2020 ISMP,[[42]](#footnote-42) Annual Reports,[[43]](#footnote-43) and Annual College Catalogs. Using these avenues the president is able to communicate the achievement of ISMP goals for 2009-2014, and the vision of the new ISMP goals 2014-2020. Through these documents the president is also able to communicate college success such as increased student enrollment, new college programs, and new campus facilities.[[44]](#footnote-44)

The Foundation Board of Governors and Board of Trustee meetings are other avenues where president Okada submits her “President Reports.” The president updates the boards regarding the college financial status, capital improvement projects, and other activities that pertain to institutional performance.[[45]](#footnote-45) These meeting minutes are available to the public on the GCC’s public website and the meetings are open to members of the public.

Analysis and 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. Public documents available on the college’s public website, allow the president to update constituents on developments at GCC. “Message from the President” in 2014-2020 ISMP communicates to the community the college’s commitment to prepare students for the workforce locally and internationally through high quality education.[[46]](#footnote-46)

The college, led by Dr. Okada, has seen tremendous growth of newly constructed and renovated buildings that supports the college mission to be a leader in career and technical workforce development. Increasing student numbers have supported the need to update facilities for students, creating better working environments for staff and faculty.

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.***

**Submitted by: Tico Tenorio 4/1/16**

Descriptive Summary

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.

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.

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.[[47]](#footnote-47) The next review is scheduled for after July 24, 2016.[[48]](#footnote-48) In April 2015, a memo from the AVP announced that a new School of Career and College Readiness (CCR), within the Academic Affairs Division (AAD) would be established by Fall 2015.[[49]](#footnote-49) The President approved the transfer of all developmental courses in English and Math to CCR. In Fall 2015, an administrator was appointed to CCR and the transfer of developmental courses occurred in Spring 2016.[[50]](#footnote-50)

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
* The School of College and Career Readiness
* 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 fit their area of responsibility. The president reviews hiring needs. All job announcements to fill positions are signed off by the president after budgets are identified. Evaluations of all administrators are conducted annually. Academic Administrators complete a “Work Planning and Performance Evaluation” Tool and meet with their evaluators to discuss their goals at the beginning of the calendar year. A midterm review is conducted in June or July, and final reviews occur in December.

All administrators working directly under the president have clearly defined job descriptions. Job descriptions are updated by the president and her management team, and are approved by the BOT every two to five years, depending on the changing needs of the College.

Actionable Improvement Plans

None

***3.*** ***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 achievement and learning; and*
* *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

**Submitted by Rose Loveridge Dec 15 Fall 2015**

 **Rose still working on this section, will update Fall 2016**

***Comments: Follow the questions on the guide designed to assist in addressing the standard.***

Descriptive Summary

The president communicates institutional outcomes and college direction to the general community via public reports, such as annual reports. The president summarizes college and student accomplishments in the “Message from the president.”

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 use this forum to address questions and concerns from students.

Spring 2015 the college proudly received its 14th clean audit from the Office of the Public Auditor (OPA). The president credits GCC’s careful procurement process and secure accountability guidelines with this excellent institutional performance.[[51]](#footnote-51) The audit performance is shared not only with the college but in Media releases as 14 consecutive years of clean audit reports for GCC is a milestone as it continues to be the only government agency that maintains low-risk status.[[52]](#footnote-52)

Self Evaluation

***Comments: Write-up needs to be expanded. Follow the guide.***

The president reported a record number of students graduating from GCC in May 2014, college recognition by the “Military Times Magazine” for Veteran education, and other various accomplishments that are supported of the 2014-2020 college goals.[[53]](#footnote-53)

Actionable Improvement Plans

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

***Resubmitted with changes: by Jennifer B. Artero, Assistant Professor on 11MAY2016***

Evidence of Meeting the Standard

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.[[54]](#footnote-54) In addition, Dr. Somera, VP attended Santa Ana College in California as a accreditation reviewer in October 2014.[[55]](#footnote-55)

The Board approved the president to travel to the 2016 Commission Development Workshop from March 15-20, 2016 sponsored by the Accreditation Commission for Community College and Junior Colleges (ACCJC) in Berkeley, California.[[56]](#footnote-56)

Analysis and Evaluation

The president was appointed to the PPEC in 2012.[[57]](#footnote-57)

Actionable Improvement Plan

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****.*

**Originally Submitted by Barbara Mafnas Dec 15 2015**

**Has not been revised as of May 23, 2016**

***Comments: Use and respond to the questions on the guide to steer the write-up in the right direction to adequately address the standard.***

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 levels. She endures that federal regulations are followed in regards to: the Carl Perkins grant, AHEC grant, WIA adult education, and Title V grants.

The GCC board-faculty agreement bylaws are articulated campus wide. Structures are in place to guide decisions and actions at all levels.

In the President’s assessment plan she has identified continued efforts for Collaboration (Dedicated Planning) by developing a process to measure progress towards achieving visionary goals such as TracDat and Assessment Plan President, CEO.

The president is positively perceived and makes herself available to faculty, staff and students. Each semester she holds opportunities to ‘Meet the President’, which is an open forum for students to ask questions about the campus life. She oversees the college’s finances and business operations demonstrating knowledge and commitment to GCC’s mission. She maintains leadership by making sure the campus is maintained and in alignment with improvement plans. The college boasts of a clean financial audit for several years under her leadership. She uses tools such as the President’s performance appraisal for areas of improvement.

GCC continues to be a role model for the community in adherence to statues, regulations and policies. She has gained the trust of grantees for multiple federal grants. The newest of facilities is the English department in the lower campus.

The president’s administrative directives are available for review on the MyGCC website. The administrative directives are as follows:

* TB screening for Employees and students
* Payback provisions for Administration and staff
* Outside solicitation
* Adjunct Work
* Flex time and Compensatory Time

Self Evaluation

Actionable Improvement Plans

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

 ***Resubmitted By Rosemary Loveridge May 2016***

Evidence of Meeting the Standard

The president communicates regularly with college constituents and the community of Guam. In the College’s continuing effort to communicate effectively with the community, the president and her team work with local government and educational agencies to advance the College’s mission and goals. The president regularly attends and often speaks at community events and is an active participant in ongoing discussions with external entities. Additionally, “MyGCC” online announcements disseminate president announcements to the college community.

The president provides updates on college finances, federal grants, capital improvement projects, and other activities during the BOT monthly meetings, and this is documented in the BOT meeting minutes. The president communicates to stakeholders utilizing GCC public reports. Each report begins with a ‘Message from the President’ where she updates stakeholders on college news. The president is visibly active in college monthly newsletter, ‘Chachalani.’ There is always a message from the president in the Chachalani, and she has used this forum to communicate events such as the fifteenth clean audit,[[58]](#footnote-58) election of the BOT student member,[[59]](#footnote-59) and new programs offered on campus.[[60]](#footnote-60)

The president consistently communicates with college constituents throughout the academic year. “Town Hall” meetings are held in the college’s Multi-Purpose Auditorium (MPA). These events are advertised on “My GCC Announcements” and campus flyers and are primarily designed for students to meet the president, but are open to and attended by faculty, staff, administrators, and BOT members. The president uses these events to greet the students and update them on college services, funding, scholarships, programs, planning, and other events. The students are given the opportunity to make suggestions or voice any concerns at the end of each session during an open “question and answer” session with the president.[[61]](#footnote-61) If there are questions the president cannot answer she will refer the questions to respective managers at a later date. During the spring 2015 “Meet the President” event, students asked 31 questions. Most of the student’s questions were answered during these meetings, and when necessary administrators and faculty support the president in answering the questions.[[62]](#footnote-62)

The president conducts mandatory staff and faculty meetings, each semester where she communicates budgetary announcements, goals, and updates the campus community. One event, November 22, 2013 entitled “Closing the Loop” communicated the president’s 2014 goals to the campus community.

In her role as the president, Dr. Okada attends government budget hearings[[63]](#footnote-63) to communicate college needs and meets with many external entities, such as Department of Education Superintendent, related to college involvement with secondary student education.[[64]](#footnote-64) She attends public hearings, community, national, and international events. This visibility enables her to be aware of the activities and needs of local, national and international communities, and provides greater awareness of GCC and its services and programs.

Analysis and Evaluation

The president communicates the college’s mission, vision, core values, and goals necessary for achieving overall excellence in career and technical workforce development as outlined in ‘The Presidents Message’ in the ISMP 2014-2020.[[65]](#footnote-65)

The president convenes GCC accomplishments and student success to stakeholders in the 2013-2014 Annual Report. Highlights include GCC focus on sustainability, the record number of graduating students in May 2014, and designation of GCC as “Best for Vets Career and Technical College” by Military Times Magazine.[[66]](#footnote-66)

During the Board of Governors monthly/Bi-monthly meetings, the president regularly updates the BOT members and attendees on campus events. Of concern is the slow release of allotment releases from the general fund, only $4 million of the appropriated $19 was released and the president communicates she will be monitoring the release of these payments.[[67]](#footnote-67) The president updates the BOT on building renovations and federal grant opportunities available for future college renovations.[[68]](#footnote-68)

The president routinely holds “Meet Your GCC President” town-hall meetings with students on a regular basis. These events allow students to ask questions, and address their concerns. The numbers of students attending these events has been steadily increasing and has been a good way for students to update themselves on college progress. During the spring 2015 “Meet the President” event, the president revealed the development of new programs, increased student enrollment, the availability of scholarships, and the expansion of college buildings.[[69]](#footnote-69)

During the AY 2013-2014 “Meet the President” town hall meetings, the president updated students regarding ongoing and upcoming construction projects, and the need to track graduates throughout and following graduation per Obama Higher Education Act and introduced the new Institutional Strategic Master Plan (ISMP) for 2014-2020 and communicated GCC was the first college in the United States to introduce “Keep Your Guard Up” college initiative courses for returning deployed soldiers, and received 28 questions from students.[[70]](#footnote-70)

The GCC “Public Reports” online documents allow the president, through the “President’s Message” to communicate college mission, vision, goals, and development with external and internal stakeholders.[[71]](#footnote-71)

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.*

***Submitted by Tico Tenorio, 5/9/2016***

**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

The Guam Community College Board of Trustees consists of seven members appointed by the Governor of Guam with the advice and consent of the Guam Legislature. Of the seven trustees, one is to represent labor, one is to represent business and industry, one is to represent the students of GCC, and the remainder are members of the general public.

The BOT’s By-Laws establish three standing committees: Academic Affairs, Business and Finance, and Administrative Services. Through its standing committees and ad hoc committees, the BOT receives and reviews information and sets policy to ensure the effectiveness of academic programs and student services, as well as the fiscal management and business operations of the College. [[72]](#footnote-72)

BOT 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 2014, the Board amended and adopted this policy under Resolution 22-2014.

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 to the Board at monthly meetings via the President, the Student Trustee, the Faculty Advisory Member, and the Support Staff Advisory Member.

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.***

**Submitted by Rose Loveridge Feb 5, 2016**

Descriptive Summary

The College’s BOT consist of seven voting members who through their various professional experiences positively impact college outcomes. Board Policies help direct BOT meetings by establishing rules for directing, conducting, managing meetings.[[73]](#footnote-73)

Self Evaluation

BOT members have developed healthy working relationships and guided by the “Code of Trustee Ethics and Conduct” are encouraged after deliberation to collectively support final BOT decisions. BOT members support each other as evidenced by student member resignation letter “I most especially appreciate the support that each member has given me throughout my service as the student member.”[[74]](#footnote-74) The BOT code of ethical conduct encourages members to respect individual opinions but to govern in the best interests and educational needs of the college by working as a united unit.[[75]](#footnote-75) Most BOT meetings require voting of motions and numerous meetings show that motions are passed without objection and in full support of the board members.[[76]](#footnote-76)

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

**Submitted by Barbara Mafnas 2/4/16**

The Board follows The Guam Community College Board of Trustees Policy 445- Selection of the president.

Evidence of Meeting the Standard

Selection of the President

1. The hiring process of the President starts with Board action authorizing the Human Resources Department to launch a search. “When a vacancy in the Presidency will occur, the Board of Trustees shall appoint a Screening Committee whose responsibility shall be to advertise the position, accept, screen and interview applicants, and recommend to the Board of Trustees at least two but preferably three applicants who best meet the advertised criteria” (2000 BOT Policy 455)
2. The most recent President search (Year) illustrates this process. The Board appointed a Screening Committee that convened meetings. During the meetings, input from stakeholders determined the desired qualities and characteristics of a new leader in alignment with BOT Policy 455. (Minutes of Meetings if relevant to time frame) The profile, job description and time line was established.
3. The Screening Committee began meeting date and began interviewing candidates in date. In date the Board announced its selection of Mary Okada and she began her tenure as Guam Community College President on date.

**Presidency Search Announcement**

**Closed Board Sessions**

**Newspaper articles**

Evaluation of the President

1. The Presidents contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. The college President is to complete an annual self-assessment, update goals for the following year, and meet with the BOT to review documents.
2. Evaluation of the President indicates that the Board may solicit input form various constituents, typically including senior staff, the Academic governance and union representatives. Typically the President will submit a written self-evaluation, base on his or her stated goals. (Evaluation data collection forms and President evaluation forms)
3. Once submitted the Board discusses drafts of the evaluation in a closed session. When the assessment is complete, the Board meets with the President and he or she is provided the final written document. A signed copy of the Presidents evaluation is filed \_\_\_\_\_\_\_\_\_.
4. The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed can include suspension, reassignment, or resignation (documents to support

Analysis and Evaluation

The Board upholds its responsibility of Presidential selection and evaluation very seriously, following a selection and evaluation process. With assistance of the Human Resources Department and the Board of Trustees and the Screening Committee the Board followed requirements of this area. GCC meets this standard.

***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.***

**Submitted by Std IV Jennifer Artero Feb 5 2016**

**Descriptive Summary**

The Board policies mandate that the Board act as an independent policy-making body reflecting the public interest in educational quality. The Board members are nominated by the Governor and confirmed by the legislature. Every governing Board member is a non-owner of the College.[[77]](#footnote-77) Board Policy cites that the BOT and President will protect and promote the interest of Guam Community College.[[78]](#footnote-78) In addition, the Board practices policy-making roles through standing committees such as Committee on College Assembly (CCA), Faculty Senate Committee, and Learning Outcomes Committee.

The Board and Board participants actively describe the college’s public interests in its educational quality using the Board Self-Evaluation Questionnaire (BSEQ) and the Governing Board Assessment Questionnaire (GBAQ). The BSEQ is a survey completed by the Board members as a self-assessment of BOT activities and referred to as “inside voices.” The Board of Trustees consists of seven members total comprised of five official voting members and two non-voting advisory members. The GBAQ is a survey completed by Board participants rating BOT activities and referred to as “outside voices.”[[79]](#footnote-79) They receive a wide range of input and collaboration from the community and constituent groups by holding outreach meetings. The survey’s helped broaden Board members perspectives on college diversity and the educational quality issue affecting its daily operations.

In addition, in July 2013 Annual Institutional Assessment 13th Report (AIAR) BOT promotes six institutional Learning Outcomes (ILOs) with input from faculty, Faculty Senate, and the College Governing Council (CGC). ILOs agenda represents the knowledge, skills, abilities, and values of a student’s educational experience with success attending the College.

The Board hosted several events last year to raise money for student scholarships, including the annual Par Excellence Golf Tournament on October 6 at the Onward Talofofo Golf Club. Mike Castro and Jake Barnes won the tournament with a gross score of 64 and a 68.8 net, beating two-time defending tournament champions Lina Rojas and her nephew Redge Camacho, who shot a gross and net score of 70. The GCC President’s Parade of Shoes took place at Riverside in Hagatna on February 8, 2013 bringing out ladies (and men!) in their Sinful Stilettos, Playful Pumps, Bombshell Booties, Scintillating Sandals, and otherwise Funky Footwear, all in the name of scholarships for GCC students.[[80]](#footnote-80)

 Self Evaluation

The Board is visible amongst the public; however, the public perceptions may be improved by increased Board member attendance and participation at College-wide events to display a sense of collaboration, support, and recognition. The BSEQ results found that the public would like Board members to attend and participate at College-wide events, activities, and other key events whereas the College could acknowledge them and invite them to speak providing a message of support and recognition.[[81]](#footnote-81) Furthermore, the College publishes a monthly newsletter titled Chachalani that could dedicate a section for BOT announcements, messages, or simply a voice of support.

***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.***

***Submitted by Tico Tenorio, 5/9/2016***

Descriptive Summary

In December of 2014, the BOT amended and adopted BOT Policy 306 “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees.” BOT Policy 306 outlines the Board’s commitment to provide students with and systematically assess quality educational programs and services.[[82]](#footnote-82) In BOT Policy 306, the board adopted a five-year cycle of program evaluation that will be undertaken by faculty in the respective departments. The program reviews are currently ongoing as of Spring 2016. The Learning Outcomes Committee then reviews and approves course and program guides.

Self Evaluation

The Board amended and updated Policy 306 in response to mandated and 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 that are reviewed, drafted and revisited during BOT meetings. The latest round of updates occurred at the BOT meeting on April 8, 2016. The Board updated the following policies: Policy 100 Mission Statement, Policy 111 Adoption of BOT Membership Handbook, Policy 135 Acting President, Policy 145 Identity System Manual, Policy 150 Media Relations, Policy 155 GCC Protocol Guide, Policy 170 Campus Crime and Security, Policy 175 GCC as a Tabaco Product, Electronic Cigarette and Betelnut-Free Campus, and Policy 185 Sexual Harassment and Sexual Discrimination Prevention. The next round of updates is scheduled to take place by July 2016.[[83]](#footnote-83)

The president regularly reports and updates the board on the financial status of the college during BOT meetings. (Probably need to add more to this using BOT minutes as a source.)

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.***

**Submitted by Std IV Rose Loveridge Feb 5 2016**

Descriptive Summary

All BOT board member information, policies, by-laws, and meeting minutes, and BOT attendance, are available to the community and posted on the public forum of the MYGCC website (www.guamcc.edu).

Self Evaluation

The appointing and affirming of BOT members are under authority of the Governor of Guam and Guam legislature and reflected in Policy 195. Article II of the GCC BOT By-Laws provides instruction on the appointment, powers, responsibilities, and length of term of BOT voting and non-voting member selection.[[84]](#footnote-84)

Newly elected BOT members appointed by the Governor of Guam are provided with an orientation explaining their board duties and responsibilities. New appointees are provided with a policy and membership handbook that outline BOT duties, responsibilities, and on orientation should be provided copies of the past six months of meeting minutes. The BOT member’s orientation is the responsibility of the BOT Chairperson and college president.[[85]](#footnote-85)

All board members are provided with the BOT Membership Handbook, which guides members in board member duties, requirements and responsibilities.[[86]](#footnote-86)

(Side Note) . Mr Eloy Hara, a newly appointed BOT member in July 2015 was orientated to BOT duties, responsibilities by ?. I sent email to board secretary but have not had a reply at time of writing. I would like to assess that he received the Membership and Policy Handbooks and assess if they were helpful.

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

**Submitted by Std IV Rose Loveridge Feb 5 2016**

Descriptive Summary

The Board of Trustees through the “GCC BOT By-laws” are provided the power to make, adopt, or amend policies, rules, and regulations that enable them to effectively manage college business.[[87]](#footnote-87) The board regularly assesses and updates college policies to ensure college effectiveness.

Self Evaluation

The board of trustees meets every month throughout the calendar year and the attendance of the members is available on the public forum (Attendance of the board of trustees). The GCC board policies fit into six categories; General Board Policies (Series 100), Financial Board Policies (Series 200), Curriculum Board Policies (Series 300), Employee Board Policies (Series 400), Student Board Policies (Series 500), and Apprenticeship Board Policies (Series 700).

Since 2014 the board has been busy regularly assessing and amending these policies. Twelve board policies from 2009-2008 remain to be assessed and updated (Board Policies 410, 420, 425, 435, 455, 460, 505, 510, 145, 150, 155, 170. 171).

Actionable Improvement Plans

Seven board polices have not been assessed or amended since 2009 (Board Policy 410, 420, 425, 435, 455, 460, 505, 510) and five board policies have not been assessed or amended since 2008 (Board Policy 145, 150, 155, 170, 171). Note from Tico: Since this section was written, BOT Policies 145, 150, 155, and 170 have been updated, but the BOT April 2016 Minutes have not been approved yet.

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

***Submitted by Jennifer B. Artero, Assistant Professor on 11MAY2016***

Evidence of Meeting the Standard

The College received a $15,000 grant from APIASF. The APIASF grant will support an online technology and education program. In addition, the President for Professional Development has developed a transformation team focusing on student success as an initiative for professional development training breakout sessions.[[88]](#footnote-88)

The Workforce Advisory Committee ensures the Colleges programs are relevant to the community, address current industry standards, and workforce needs, and has appropriate resources to support high quality student outcomes.[[89]](#footnote-89)

Analysis and Evaluation

ISMP goals include student-centered learning consist of visibility, engagement, retention, completion, improvement, accountability, and conducive learning environment.[[90]](#footnote-90) The College will continue to engage in college level review of its institutional educational strategic measures with oversight committees developing action plans and assessing progress.

Actionable Improvement Plan

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.***

**Submitted by Std IV Rose Loveridge Feb 5 2016**

Descriptive Summary

Guam Community College has established Policy 120 “Orientation of New Board Members” to guide newly appointed board members in understanding the roles and responsibilities necessary for successful leadership. Providing guidelines and training ensures that board members are orientated and provided documents to support them in their success as a valued member of the board.

Self Evaluation

Orientation of new board members is guided by Board Policy 120 to allow new appointees in understanding the roles, functions, conduct, and responsibilities of board membership. Newly appointed board members must be provided a policy handbook and a board membership handbook and their orientation is the responsibility of the BOT Chairperson and college president as stated in policy 120.[[91]](#footnote-91) The policy states that orientation must occur within one month of newly appointment members and include but not limited to a college tour, orientation to the GCC Foundation, budgets, copies of board meetings, and a copy of the Trustees roles and responsibilities and trustee decision making procedures.[[92]](#footnote-92)

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.***

**Submitted by Barb Mafnas 4/7/16**

Descriptive Summary

Self Evaluation

What is the board self-evaluation process is as defined in its policies? Does the process as described present as an effective review?

The board has adopted a 5-year cycle of program evaluation to fulfill the following objectives; assess program quality, productivity, need and demand; improve quality of academic offerings and vocational training ensure wise allocation of resources and determine program effectiveness and to implement program improvement strategies. (Board Policy 306) Furthermore the board uses tools and rubrics to measure outcomes.

Does the governing board policy call for regular self-evaluation? Does the institution’s board regularly evaluate its own performance?

A full assessment report can be found on Tracdat. Board evaluation is also completed via survey; reports on line are based on the 2015 reports.

Board Handbook

Board Policy 306

Tracdat

 Minutes

Policies

By-Laws

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.***

***Submitted by Rose Loveridge, 5/5/2016***

Evidence of Meeting the Standard

Guam Community College policy 115 provides guidelines related to board members ethics and conduct expected while serving in this position. The BOT membership handbook provided to incoming board members during orientation details trustee roles, responsibilities, by-laws, and reiterates the ethics and conduct policy.[[93]](#footnote-93)

Analysis and Evaluation

1. The BOT adopted the ‘BOT Membership Handbook’ to help guide new and current board members while working on the board.[[94]](#footnote-94) The handbook is a comprehensive manual that provides guidance on policy and decision-making processes. The handbook provides a copy of the BOT by-laws and describes the roles, responsibilities, ethics, and conduct of board members.[[95]](#footnote-95)
2. The BOT by-laws describe board member requirements and terms of office. The by-laws stipulate that trustees are appointed by the Governor of Guam and cannot be Government of Guam employees.[[96]](#footnote-96)
3. Board members are asked to respect fellow opinions, avoid conflicts of interest and work together harmoniously in the decision-making process.[[97]](#footnote-97)

Actionable Improvement Plans

None.

\*15th 15th clean audit for GCC March Chachalani

p. 13

***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.***

***Submitted by Jennifer B. Artero, Assistant Professor on 11MAY2016***

Evidence of Meeting the Standard

The Board is responsible for appointing and supporting the president of the college. BOT members supported through Public Law 14-77 with the responsibility of developing, adopting, and regulating college policies[[98]](#footnote-98) and supporting the president in initiating these policies.[[99]](#footnote-99)

Analysis and Evaluation

GCC Policy 110 provides BOT members with the capability to develop, adopt, and regulate institutional policies necessary for college success.[[100]](#footnote-100) As the Chief Executive Officer the president is crucial to the achievement of college goals and performance and therefore it is imperative that she has full control of the administrative and business affairs of the college. This requirement is outlined in the BOT handbook.[[101]](#footnote-101)

Actionable Improvement Plans

None

***4.C.13*** ***The governing board is informed about the eligibility requirements, the accreditation standards, and commission policies. Accreditation process, and college’s accredited status, and supports through policy the college’s efforts to improve and excellence. The board participates in evaluation of governing board roles and functions in the accreditation process.***

***The administration regularly informs the board about eligibility requirements, accreditation stands and commission policies.***

***Submitted by Barb Mafnas, 5/13/2016***

* 5 year Master plan,
* 5 year financial projections,
* Revised mission statement
* Cycle of review for Policies
* Participatory governance

**Evidence Directory**

1. ISMP 2014-2020 p.5
2. PIIP guidelines and application form
3. AVP SAGA Guidelines and Application Form
4. AY 2014-2015 Fact Book, p. 32
5. AVP SAGA, volume 5, Fall 2013, p.10
6. AVP SAGA, volume 1, Fall 2009, p. 9
7. AVP SAGA, volume 5, Fall 2013, p. 5
8. AVP SAGA, volume 5, Fall 2013, p.52
9. AVP SAGA, volume 5, Fall 2013, p. 10 and 15
10. Participatory Governance Structure Handbook, AY 2014-2015, p. 5
11. BOT meeting minutes, January 2014
12. BOT meeting minutes, November 6, 2014
13. Participatory Governance Structure Handbook, p. 6
14. Governance Report Templates; Comprehensive Evidence Inventory
15. Guam Community College Student Handbook, AY2014-2015, p. 7
16. College Governing Council, Meeting Minutes, May 25, 2013
17. 2010-2016 Faculty Union and Board of Trustees agreement
18. Faculty Senate Annual Report AY2013-2014, p. 3
19. MYGCC Governance Tab
20. GCC Board Faculty Agreement, 2012-2016
21. CCA Assessment Leadership Summit, Fall 2014
22. Faculty Senate Committee Agenda/Minutes, AY 2012-2013
23. GCC Board-Faculty Agreement 2012-2016
24. BOT minutes, January 2016, page 2/5
25. BOT minutes, January 2016, page 3/5
26. Fall Convocation, August 2015
27. Meet the President Agenda, Fall 2014/ Spring 2015
28. Meet the President Agenda, Fall 2014/ Spring 2015: Institutional Effectiveness Survey Report, December 2015

Participatory Governance Structure Handbook, AY2014-2015, p.8

BOT Meeting Minutes, February 9, 2016

1. BOT Meeting Minutes, November 10, 2015

BOT meeting minutes, January 13, 2015, p. 8

1. BOT meeting minutes, January 13, 2015, p.7

BOT Meeting Minutes, March 5, 2015, p.6

1. MYGCC announcements, May 8, 2015

2015 GCC Media Releases

1. CCA minutes, September 2015

Faculty Senate Effectiveness Survey Report, 2012

1. GCC 5th Board of Trustees Assessment Report, Fall 2013

President’s Performance Appraisal Survey Report; 2012

Meet the President, Fall 2014

1. 2014-2020 ISMP, p. 3

GCC 2013 Annual Report, p. 3

1. GCC 2013 Annual Report, p. 3

BOT meeting minutes, June 1, 2015

ISMP, 2014-2020, p. 3

BOT Policy 140

1. General Policies 2015-2016 BOT Policy Review Report

Career and College Readiness Memo, 4/10/15

1. CCR and Other Updates Memo, 5/11/15
2. Chachalani, March 2015, p. 1-2
3. Media Release, “OPA commends GCC for 14th clean audit,” March 12, 2015
4. AY 2013-2014 Annual Report, p. 5
5. Pacific Postsecondary Education Council Media Release, June 2014

*BOT minutes, October 2014*

1. *BOT minutes, February 2016, page 4/5*
2. *ACCJC, 2012*
3. Chachalani, March 2016, p.12

Chachalani, February 2016, p.11

1. Chachalani, August 2015, p.2

“Meet the President” Spring 2015, p. 1

“Meet the President” Spring 2015, p. 4

1. BOT Meeting Minutes, September 3, 2015

BOT Meeting Minutes, January 4, 2015

1. ISMP 2014-2020, p.3

GCC 2013-2015 Annual Report, p. 5

1. BOT Meeting Minutes, Feb. 19, 2015, p. 1

BOT Meeting Minutes, Feb. 19, 2015, p. 3

1. Meet Your GCC President, Meeting Minutes, and February 24-25, 2015
2. “Meet the President” Spring 2014, p. 1-3

ISMP 2014-2015, p.3

Guam Community College Board of Trustees By-Laws

1. BOT Policy 111
2. BOT meeting minutes Jan 2016, p. 3
3. BOT “Code of Trustee Ethics and Conduct” July, 2014
4. BOT Meeting minutes Dec 11 2014, Feb 6, 2015, June 1, 2015, and Nov 10, 2015
5. BOT Policy 120, July 24, 2014

BOT Policy 140, July 24, 2014

Fifth Board of Trustees Assessment Report Fall 2013

2013 Annual Report

1. 5th BOT Assessment Report – Fall 2013
2. Guam Community College Board of Trustees Policy 306
3. Guam Community College Board of Trustees General Policies 2015-2016 BOT Policy Review Report (2/11/16)

GCC BOT By-Laws, pg. 1-6

1. GCC BOT Policy 120

GCC BOT Policy 111

GCC BOT By-Laws, Article VII, pg. 10

1. BOT minutes, February 2016, page 2/5
2. Workforce Advisory Committee Handbook, 2014-2016
3. ISMP Progress Report, 2014-2020
4. BOT policy 120

BOT policy 120

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