***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.***

**JENNIFER B. ARTERO, RN, ASSISTANT PROFESSOR, submitted 10/30/15**

**edited by Tico Tenorio**

Descriptive Summary

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.

The principle of shared governance includes Faculty Senate, a college-wide body of elected faculty, students, and staff. In addition, the College Governing Council plays an important role in the development of institutional plans and budgets. The Council serves to provide broad participation of administrators, faculty, staff, and students in decision-making processes regarding college issues. 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. For example, the Council Bylaws indicate that the council is the principle faculty body from which the administration will seek advice and to which the administration will be accountable on campus-wide academic policy issues. 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% 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.

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.

The college currently has a Faculty Union. The Union makes constitutions and bylaws to assist the college to govern faculty qualifications, admissions, suspension, and financial aspects of its members. However, officers are elected by faculty and administration cannot be members.

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 the 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.[[1]](#footnote-1) 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.”[[2]](#footnote-2) 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.

***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.***

**BY BARBARA MAFNAS submitted 10/30/15**

**edited by Tico Tenorio**

The institutional policies, procedures in place are currently being revised and updated. Since the 2012 visit, the curriculum documents for all programs have included student learning outcomes. The documents that illustrate faculty efforts in promoting the progress of t his 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 (DCAPS)
* Two-year Assessment Schedule, on going
* Program Concept Form template
* SLO Handbook
* Annual Curriculum Review Cycle schedule
* GCC Assessment Handbook
* Textbook Selection Procedures /Adoption checklist

While many of these documents are continually being updated and assessed, there is still the issue of the college credit CEU’s not being parallel with industry CEU’s. In many fields CEU’s are matched hour for hour, but not in the collegiate setting. This should be addressed to increase enrollment in CEU’s.

Distance education courses are being rolled out and piloted t his upcoming semester, and continuous evaluation is necessary to meet standards of compliance.

As part of the BOT/Faculty Union Agreement, a Learning Outcomes Committee ensures and regulates, 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 and administrators as appropriate. The Learning Outcomes committee involves administrators, faculty, staff and students in their efforts to guide and improve 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 appear in course documents, syllabi, the College catalog, assessment documents, student evaluation of courses, and program reviews. SLO’s are continually being assessed at the course and program levels.

**Self-evaluation**

The College has addressed the recommendations from the accreditation team’s 2012 visit. Revisions are continuously being made to curriculum to align student outcomes at the course and program levels. The AIER Office works collaboratively with LOC to ensure the 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 changes process. The various advisory committees collaborate with their respective departments to ensure the College addresses the needs of the community, especially in the area of military buildup.

Additionally, in 2006, when the College embarked on the task of including SLO’s for all courses, it began with zero compliance of SLO’s in the 399 courses listed in the catalog. As of April 2011, the College has achieved 100 percent of SLO’s for all programs and courses.

**Actionable improvements**

Align GCC with industry CEUs **4B. 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.***

**SUBMITTED BY ROSE LOVERIDGE 11/3/15**

**edited by Tico Tenorio**

Descriptive Summary

July 2007, the BOT selected Dr. Mary A.Y. Okada, to serve as president/CEO of GCC. Dr Okada formerly served as the GCC vice president for business and finance. Dr Okada has served effectively as president of the college since 2007. Following the president’s appraisal the BOT announced to the college in “GCC Announcements” May 2015 that they had extended the presidents contract for a further three years 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 buildings 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 grants.

The president uses various methods to communicate college effectiveness and goals to students, staff, administrators, and faculty. The president has held “Meet the President” events in the college MPA twice a semester since Fall 2011. These events are held over a two day period and are open to students, staff, and faculty and are attended by administrators and management teams. The president uses these events to communicate college goals, discuss college sustainability, campus improvements, and other current issues. Following her presentation the president opens up the floor to allow students to ask questions or raise issues that concern them. The steady increase in numbers attending these events as this has become a popular avenue for students to communicate directly with the president (Meet the President, Fall 2014).

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

The president communicates via written statements titled “President’s Message” in various college documents and public reports, including 2014-2020 ISMP (p. 3), Annual Reports (GCC 2013 Annual Report, p. 3), 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 (GCC 2013 Annual Report, p. 3).

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 (BOT meeting minutes, June 1, 2015). These meeting minutes are available to the public on the GCC’s public website and the meetings are open to members of the public.

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. We are currently waiting for the president’s latest appraisal report, to be uploaded on MYCC so as of this time the standard IV committee cannot comment on the survey results related to the president being “an effective leader who maintains high education standards”

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 (ISMP, 2014-2020, p. 3).

The college, lead 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

Ensure the presidents appraisal report and evaluation is available for access for evidence for committee members.

***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.***

**Written by Tico Tenorio submitted 10/30/15**

Descriptive Summary

Changes to the GCC organizational structure were proposed by the president and adopted by the BOT, July 2014 and indicate administrative and operational changes. Changes in this structure include inactivating the professional technological institute and merging it into the Academic Affairs Division, School of Trades and Professional Services. The president oversees two Vice Presidents: Academic Affairs, and Finance and Administration Divisions (BOT Policy, 140).

The Academic Affairs Office of the Vice President includes:

* 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)

After a year and a half of discussions with various stakeholders, the Vice President for Academic Affiars announced the establishment of a new School of Career and College Readiness (CCR) within the Academic Affairs Division. An associate dean has been assigned to be the administrator of this school which will oversee all developmental courses in English and Math.

When the President’s evaluation becomes available next month more specific information will become available.

Self Evaluation

The president works closely with the Vice Presidents to ensure that 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 their area of responsibility.

Two associate deans have been assigned to the new School of Career and College Readiness which will take over administration of developmental courses in Math and English starting Spring 2016. The deans have been reassigned from the two other schools. These reassignments illustrate that the College’s administrative structure is organized and staffed in accordance with institution’s mission statement and purpose. The President delegates authority to administrators and staff consistent with their work experience and job responsibilities.

Additional self-evaluation will be forthcoming with the publication of the President’s Evaluation Report in November 2015.

Actionable Improvement Plans

None

1. [Institutional Effectiveness Survey Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1021), p.10 [↑](#footnote-ref-1)
2. [Institutional Effectiveness Survey Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1021), p.13 [↑](#footnote-ref-2)