Standard 4: Leadership and Governance

*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 service 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 have policies for allocation of resources to adequately support and sustain the colleges.*

***Comments: Good job with the narratives. Make sure that when writing about events that go back beyond fall of 2012 that it is meant to show progression of what was instituted back then and the improvements made over the course of the years to the present. Try and follow as much as possible the questions found on the Guide for Evaluating and Improving Institutions for each of the standard question. Also for part A, standard questions 3 and 4 is missing or not been worked on yet. Make sure that the members to through the whole document because we have made some comments on the write up (4A2, 4A6 and 4A7). We also highlighted items on the write up that needs minor corrections or what was written no longer applies****.*

4A. Decision-Making Roles and Processes.

4.A.1. ***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.***

Barbara C. Mafnas, RN and Rose Loveridge.

Proof Reading: Tico Tenorio

The mission statement is the foundation of college commitment to stakeholders in Guam and for Micronesia. Guam Community College’s goals and values are articulated through the mission statement. This statement appears in several places on the GCC homepages, including general information tabs, the BOT, Foundation Board of Governors, GCC Fact books, and annual reports.

The mission statement in its entirety is read, recited and documented at college gatherings such as; college assembly, convocation, BOT meetings, Faculty Senate, student government, and standard committee meetings. The mission statement is also documented in GCC reports, such as the ISMP and SAGA annual reports.

In maintaining alignment with the mission and vision of the college, “Being a leader in career and technical workforce development,” institutional leaders have created opportunities for improvement in areas of student completion rates and for innovative approaches to improve practice in course assessment and /or research. The president and academic vice presidents office have been the leaders in providing opportunities and incentives for institutional improvement.

The office of the president developed the “Innovative Ideas” incentive program (PIIP) geared toward departments and/or individuals who wish to develop strategies that improve student completion and success rates at the college. The program design includes engaging in research to address developmental education and skills gaps, student success models for advising student support services, completion challenges and pathways to increase completion outcomes and ongoing improvements to the success rates of those with developmental education issues *(PIIP guidelines and application form.*

In 2008, the office of the Academic Vice President (AVP), developed the Small Assessment Grant Award (SAGA) which provides funding for departmental or individual innovative approaches or research leading to improvement in course assessment. The grant is offered biannually and 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. *(AVP SAGA Guidelines and Application Form).* This program aligns with the 2014-2020 ISMP goal 1: strengthening student retention and completion rates.

The AVP office has generated annual SAGA closeout reports since Fall 2009. These annual reports provide the college community with evidence-based research, findings, and conclusions for individual projects approved by the AVP. Three faculty members were the first to be awarded the grants in 2008. The Fall 2009 SAGA closeout report details the findings to better improve student learning and outcomes, including developing training for faculty members to develop culturally effective teaching practices *(AVP SAGA, volume 1, Fall 2009, p. 9)*. The college can use the findings of these projects to better serve the academic needs of the college students. The findings of a project by Assistant Professor Sablan provided evidence that 94% of students prefer weekday classes, and 58% of students prefer morning classes *(AVP SAGA, volume 1, Fall 2009, p. 9).* The college can use these findings to assist in creating class schedules to better suit the needs of the students.

The 2013 SAGA closeout report, volume five, titled “The Dual Enrollment Accelerated Learning Program” (DEAL) and the Dual Credit Articulated Program (DCAPS) were two programs developed by college deans and first reported 2010. These programs currently provide high school juniors and seniors the opportunity to simultaneously earn high school credits and college credits for classes not offered at the secondary level. These classes identified in the Fall 2013 SAGA closeout report were primarily mathematics and english courses *(AVP SAGA, volume 5, Fall 2013, p. 5).* Taking the DEAL courses while in high school provides students with a head start when entering college, and will decrease college costs for the individual. The DCAPS, developed in 2010, 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. Through a rigorous process of curriculum alignment and commitment to the program of study, certain parameters have been set up in order for secondary students to obtain college credits. College credits awarded from three to fifteen credits across various CTE programs *(AVP SAGA, volume 5, Fall 2013, p.52).* The outcomes for the DEAL and DCAPS projects are improving and documented in the 2013 SAGA report. *(AVP SAGA,volume 5, Fall 2013, p. 10 and 15)*.

The Math intervention study and the in-depth review of special project course offerings were intended to highlight persistent issues that frequently arise in faculty discussions, such as college readiness, as well as course modality and rigor *(AVP SAGA, volume 5, Fall 2013, p. 3)*.

The GCC Board of Trustees, in a continuing effort to strive for excellence, adopted the 2009-2014 Institutional Strategic Master Plan (ISMP) in December 2008. The ISMP 2009-2014 contained four strategic goal initiatives: 1) pioneering; 2) educational excellence; 3) community interaction, and 4) dedicated planning *(ISMP 2009-14 p.)*. These four goal initiatives accentuated the College’s commitment in the following ways:

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

The 2014-2020 Institutional Strategic Master Plan goal initiatives were changed to 1) retention and completion; 2) conducive learning environment; 3) improvement and accountability; 4) visibility and engagement *(ISMP2014-2020 p.5)* to reflect the college mission of overall excellence in career and technical workforce development.

These four goal initiatives accentuated 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
3. Enhance the existing evaluation process and provide resources to boost improvement and accountability.
4. Promote the college regionally, nationally, and internationally.

The faculty senate has incorporated the 2014-2020 ISMP goals into the secondary, post-secondary, department chair, and non-instructional faculty evaluation plans for AY 2015-2016 (*faculty evaluation plans*). This takes effect starting with the AY 2015-2016 evaluation period.

The annual Institutional Effectiveness Survey Report (August 2010) was designed to gauge the respondents’ levels of knowledge about the institution and their awareness of the College’s effort to achieve institutional effectiveness. The survey was given to members of the BOT, foundation board, administrators, full-time faculty (postsecondary and secondary) and staff. The report recommends raising awareness in the decision making and assessment process *(Institutional Effectiveness Survey Report, 2010, p.12).*

Important college documents such as, annual reports, audit reports, BOT policies and meeting minutes, GCC participatory governance structure, and job announcements are easily accessible and available to the public through the MYGCC homepage. Registered students, faculty, staff, and administrators have access to reports, speeches, committee minutes and other pertinent information. The GCC annual reports and fact books are published and available electronically for download from the GCC homepage *(2013-2014 annual report).* 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.

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

One example of the College’s systematic participative process was the development of the 2014-2020 ISMP. During the design and development phase of the 2014-2020 ISMP, a college assembly was held to communicate with members and provide the opportunity to contribute to the development of the ISMP *(BOT meeting minutes, January 2014) .* Stakeholders, including faculty and staff, have provided input and feedback that led to implementation of the finalized document in 2014.

Intuitional performance and updates are provided biannually to students during the president’s town hall meetings, “Meet the President.” These events are communicated electronically on the announcement tab, in the COPSA calendar, and on flyers posted throughout the college. This forum allows students to listen to college updates from the president and provides students with the opportunity to express their ideas and concerns for institutional improvement. During the annual convocation, faculty, staff, administrators and students are updated on the College’s progress, both academically and financially. Ideas can also be brought forward at student leadership meetings, to representatives of the faculty senate, at department chair meetings, and at the president’s management team meetings.

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

Several institutional policies currently in place are the direct result of discussions, motions and recommendations that ascended through the participatory governance structure to the President and Board of Trustees. In addition, the same structure created the environment to successfully adjust the general education requirements for the Certificate programs. The sheer volume of curriculum documents that have been revised in recent years and the overwhelming demand of the curriculum committee’s workload led to the establishment of four subcommittees *(AY 2014-2015, Annual Institutional Assessment Report, p. )*

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 works in AIER. Many publications were produced as a direct result of this new position, including the student achievement benchmarks for course completion and retention *(AY 2014-2015 Fact Book, p. 32).*

Self Evaluation

Two incentive award programs, the SAGA award and the PIIP were developed by leaders of the college and their reports and findings are available to the college campus for review. Funding has sometimes been an issue during implementation of research methodology and outcomes, for example the “Med Path Data Analysis Report” (*AVP SAGA, volume 5, Fall 2013, p. 37)*. However, the college has seen a steady rise in admission of eligible students who graduate with a certificate of mastery in Guam high schools and continue their post-secondary education (*AVP SAGA, volume 5, Fall 2013, p.10)*. These incentive programs have provided students with college credits where this was previously not an option. The programs also provide faculty the ability to research, implement, and take action on outcomes that drive student success prior to college admission.

Serving as a guide to action is the primary purpose of the 2009-2014 Institutional Strategic Master Plan (ISMP). This strategic plan is intended to illustrate the college long-term goals and initiatives enabling GCC to conceptualize its vision. As a public document, the 2009-2014 ISMP, serves to communicate the College’s long-term vision and plan, not only to its staff and student body, but also to the wider community *(2009-2014 ISMP, p.7).* The 11thAssessment Report (2011) highlighted the goals of the ISMP in relation to program and course level SLOs as well as the program/unit outcomes. In the formulation of the ISMP several years ago, the college community, which included the administration, faculty, staff, and students, were invited to attend several planning sessions. At the time, Faculty Senate members and a good number of faculty members attended the planning sessions, but attendance was poor despite continuous invitations made to the College community. Some of the constituents who attended felt that the ISMP was not collaborative in nature; rather, they were presented information by the consultant who was hired to produce the report. Although this document should guide the planning process relating to the many activities, construction projects, and movement of the college through 2014, connections to the ISMP are so far articulated only in various assessment reports. Communicating how successful the College is in meeting the four initiatives has been a challenge the College wants to meet through its periodic ISMP updates.

A college assembly held November 2013 allowed shareholders to actively participate in the process and development of the 2014-2020 ISMP *(BOT meeting minutes, January 2014)*. Stakeholders, including faculty and staff, provided input and feedback that led to implementation of the finalized document in 2014

The college’s mission statement is stressed at several levels at the College. Results of the 2010 Institutional Effectiveness Survey concluded respondents felt that they were not as knowledgeable about the institution as they had thought. The report stated “In order to promote more involvement and enhance awareness of the decision making processes of evaluation, planning, and budgeting, the engagement of all college stakeholders in the work of promoting institutional effectiveness cannot be overemphasized” *(Institutional Effectiveness Survey Report, August 2010, p. 12).* Since the accreditation teams visit in 2012 the college has become proactive in promoting the mission statement at all levels. As of Fall 2015 there has not been another institutional effectiveness survey to update results.

MyGCC website is currently an effective tool in integrating and communicating aspects of campus life, but in its early stage, a hardware problem and the overwhelming demand on the network infrastructure caused the system to crash in Sept 2007, seriously impairing the functions of the college. The solution to this crisis was delayed for several reasons. For one, participatory governance was still being defined, and confusion arose among those who were directly involved with the crisis. As our participatory governance matured, decisions relating to MyGCC and the overall infrastructure resulted in a clearer understanding of roles. This has enabled plans to be formulated using collaborative dialogue. Since its initial implementation, MyGCC has been upgraded twice and has become an integral component of the College’s business operations. The results of the 2010 Institutional Effectiveness Survey report indicated 36 percent of respondents’ knowledge of the institution was enhanced by logging on to MyGCC.[[1]](#footnote-1)

Several other mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. These mechanisms include the Faculty Senate and its committees, the CGC and its committees, Joint Union Committees, town hall meetings with the president and students, meetings convened by the president, management meetings, and through the stakeholders’ representative to the BOT. A growing number of students have been attending the town hall meetings. The fall 2014 “Meet the President” two-day session had 389 students, staff, administrators, and faculty in attendance *(BOT meeting minutes, November 6, 2014).* Additionally, joint strategic planning sessions between the Faculty Senate and the Administration are held every semester. The Matrix of Recommendations to the President by the CGC highlights the initiatives that have been approved by the council from 2006 to 2011. An example of how an idea was brought forward deals with the Institutional Learning Outcomes. It was transmitted by the Faculty Senate, modified by the GCG [link to ILO memo to president], remitted and endorsed by the President who forwarded it to the BOT where it was approved.

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

The various groups described above endeavor to provide effective leadership throughout the campus. Over the past several years, a more collaborative atmosphere has developed between the administration and faculty. The Faculty Senate structure has empowered departments to improve and enhance their programs and curriculum based on their advisory committees’ feedback.[[2]](#footnote-2) The mechanism for staff leadership, however, still needs development.

Actionable Improvement Plans

Availability of PIPP reports and documents, provide instructional survey results since later than 2010.

***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.***

Rose Loveridge

Proof Reading: Tico Tenorio

Descriptive Summary

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. The governance entities include the College Governing Council (CGC), Faculty Senate (FS), staff senate, and the Council on Postsecondary Student Affairs (COPSA). The development of these governance groups was to ensure administrators, students; faculty and staff collaboratively work together to provide the highest quality student-centered education. All groups have approved by-laws and structured handbooks to guide their roles and decision making process in participatory governance. An organization chart was developed that shows the participatory governance structure and how they work together *(Participatory Governance Structure Handbook, p. 6*). Each entity submits annual reports that communicate effectiveness or issues that may need addressing after completing the governance process.

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

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

The BOT adopted and amended Policy 470, the Guam Community College Code of Ethics, January 13, 2015. This policy directs all members through the college mission to commit to excellence through the general principles ethics by committing to attaining a high standard of ethical behavior, acting fairly and equitably, engaging people without prejudice, taking responsibility for one’s actions and decisions, and being committed to excellence *(BOT Policy 470).*

Self Evaluation

Prior to fall 2006, the College Affairs Committee was the focus of the GCC governance system, but faculty members lacked authority due to membership under the Guam Federation of Teachers (GFT) association. Supported by administrators the faculty-led planning process began to improve the governance structure and developed the Faculty Senate and the College Governing Council. GCC ended their relationship with GFT and created the Faculty Union whose elected officers work in collaboration with the faculty, faculty senate, administration and BOT to negotiate and develop policies, practices, and agreements for all faculty members.

The newly formed Faculty Senate and CGC governance entities produced an environment for empowerment, innovation and institutional excellence throughout the College community. The establishment of these two governance structures brought forth a systematic participative process for the effective discussion, planning and implementation of corrective measures on issues affecting the institution.[[3]](#footnote-3)

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

***Comments: What is written in the above paragraph is no longer accurate. The staff senate was created in May of 2012 as a result of the visiting team’s recommendation from the 2012 accreditation visit. Please delete or update the write-up to reflect the events that the ISER covers which is fall 2012 to fall 2017.***

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

The 2010-2016 Faculty Union and Board of Trustees agreement, faculty is given the option of performing committee work in exchange for release time. The challenge has been addressing the need for accountability and linking faculty’s performance to their evaluation. At the governance leadership retreat, FS indicated "committees are to be accountable as we get closer to accreditation.”[[4]](#footnote-4) Accountability must be prioritized at all times to ensure that ideas are brought forward and faculty work together on issues related to policy and planning. During this current academic year, chairpersons of committees and those in positions of authority must authenticate the work done by faculty. In an effort to uphold themselves accountable for committee work that is performed, two committees under the Faculty Senate have provisions for dismissal of members due to a lack of performance (Learning Outcomes Committee Minutes, 2011-2012 By Laws, p.2; Promotions Committee Minutes, September 14, 2011, p 1 & 2). No such provision has yet been established for the Institutional and Joint Union Committees.

The 2013-2014 faculty senate annual report raised some issues related to by the faculty senate in filling vacant committee positions and when faculty members stepped up to the challenge of joining committees there was some resistance from management in allowing those who volunteer to join committees that are short staffed (AY 2013-2014, Faculty Senate Annual Report, p.3). Working in the spirit of participatory governance is the vision for all.

Actionable Improvement Plans

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

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

JENNIFER B. ARTERO, RN, ASSISTANT PROFESSOR

Proof Reading: Rose Loveridge and Tico Tenorio

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) 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. In addition, the College continuously participates in sustainability efforts, MyGCC is used as the primary tool to communicate information***. Comment: The highlighted sentence seems incomplete and appears to be a run on.***

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 several steps to become more transparent with the College community by approving a FS email address, uploading committee bylaws to its website, and publishing a newsletter. However, not all of the 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 (adopted by GCC Board-Faculty Agreement; 2012) 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.

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

Rose Loveridge

Proof Reading: Tico Tenorio

***Draft in Progress: Standard IV A6.***

Descriptive Summary

Various methods are used to communicate decisions to stakeholders at GCC. Technology has become an effective format to inform constituents about GCC decisions. The GCC website is the main conduit used to inform all constituents about GCC life. The GCC home page (www.guamcc.edu/Pages/Default.apsx) provides general information including college courses, admission processes, student services, and workforce development. This home page also provides instant access to the latest college news and events and can be viewed by any member of the public.

Registered students, administrators, staff and faculty use a user name and password to gain access to the MYGCC internal website. Upon login, eligible constituents have immediate access to MYGCC Announcements which is a visible conduit to communicate up-to-the-minute campus events, mandatory meetings, and trainings to all members across the institution. Numerous events and decisions are communicated but not limited to:

* Professional Development events for faculty, staff and administrators (9/24/2015)
* Department surveys (9/23/2015)
* Student events: Fall festival (9/22/2015)
* Acting President (9/2015)
* Student Scholarship deadlines (9/17/2015)
* SAFE training (10/23/2015)
* President Okada’s reconfirmation president (BOG announcement, 5/2015)
* Library, Health Clinic, and bookstore hours (4/23/2015)
* Staff announcements
* College Assembly (4/9/2015)
* New Associate Dean (12/4/2013)
* Staff/Admin professional development day (12/10/2015)

Other methods to communicate in-depth leadership and governance-related decisions or actions by-laws, committee minutes, and annual reports. On the GCC public website the “About GCC” tab includes a link to “Public Reports” where all constituents can access the college annual reports, audit reports, GCC Fact Books, Graduate employment reports and the citizen-centric reports that communicate the government of Guam financial information. AIER is the central depository for all governance reports that is accessible for registered users.

Self Evaluation

***Comments: The narrative should include agenda items and minutes from the RPF committee CGC committee and the BOT agenda items and minutes that shows major decisions made such as tuition increases/decreases, new programs, resources allocations, facilities/capital projects etc.***

MYGCC announcements is a useful tool that documents decision making processes, 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 a campus wide MYCC announcement was made May 8 2015, by the BOT chair, Deborah Belanger via myGCC announcements informing the constituents that the BOT had happily extended the president’s contract for another three years through June 2019 (MYGCC announcements, May 8, 2015). It was positive and open communication that was shared to the constituents prior to media releases.

Many 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 Plans

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.***

JENNIFER B. ARTERO, RN, ASSISTANT PROFESSOR

Proof Reading: Rose Loveridge and Tico Tenorio

The College integrates a regular evaluation of its policies, procedures, and processes which 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 (CCA) Assessment Leadership and Retreat Presentation (2013-2014). 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.

The College’s participatory governance structure is online in MyGCC’s public forum. Furthermore, there are a host of committees and task forces (Faculty Senate Effectiveness Survey Report) that provide opportunity for broad-based participation and input for collegial decision-making. 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 (GCC 5th Board of Trustees Assessment Report; Fall 2013) and President’s Performance Appraisal Survey Report; 2012). The outcomes of this survey are documented discussing the effectiveness of planning structures and planning processes.

**SELF-EVALUATION**

***Comments: Include the year-end report for all participatory governance structures e.g., faculty senate year-end report, staff senate, and COPSA. Also, I think the BOT has some kind of effectiveness report so check the website for public reports. The BOT report being referred to is the BOT Assessment Report.***

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.

1. [Institutional Effectiveness Survey Report](http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=1120), p.5 [↑](#footnote-ref-1)
2. [10th Annual Institutional Assessment Report](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=2904) [↑](#footnote-ref-2)
3. [Article XII “Participatory Governance”](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3956=607), BOT-GFT Agreement, 2005-2010. [↑](#footnote-ref-3)
4. [Faculty Senate Minutes](http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3976=607), 29 September, 2009 [↑](#footnote-ref-4)