Standard IV: 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 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.

Standard IV.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 planning and implementation.

Evidence of Meeting the Standard

Guam Community College is committed to maintaining a culture of success where students, faculty, administrators, and staff work together in a positive and collaborative way. This culture promotes innovation toward institutional excellence and supports the institution's mission, goals, and values.

College goals and core values are articulated through the 2014-2020 Institutional Strategic Master Plan (ISMP), institutional excellence is advocated through the mission statement, and improvement at all levels is supported through the participatory governance structure. The 2014-2020 ISMP is available to all constituents on the GCC public website.[1]

The Board of Trustees (BOT), president and other institutional leaders identified through Policy 140 encourage innovation and institutional excellence and together with the College Governing Council (CGC), Council of Postsecondary Student Affairs (COPSA), faculty and staff senate representatives, and institutional committees make up the college participatory governance process.[2]

The participatory governance process is the formal avenue used by college constituents to put forward ideas for college planning, programming, and improvement. Informally, individuals within the institution may bring ideas to their respective representatives for dialogue, consideration, and action.

The office of the president encourages innovation of student-focused success, through the President's Innovative Ideas Program (PIIP). This program supports ISMP Goal One:

---

[1] 2014-2020 ISMP
[2] Policy 140 Organizational Chart

Retention and Completion by encouraging college personnel to develop strategies that address developmental education and skills gaps, completion challenges, and develop pathways to improve college readiness, and increase completion and success rates of students with developmental education issues.[3]

Additionally, the office of the Vice President for Academic Affairs (VPAA) developed the Small Assessment Grant Award (SAGA), which supports ISMP Goal Two: *Conducive Learning Environment,* Goal Three: *Improvement and Accountability*, and Goal Four: *Visibility and Engagement.* The SAGA award provides funding support for departments, and faculty to develop and improve course assessment, enhance student-learning outcomes, and serves as an incentive to those willing to engage in small research projects.[4] Examples of SAGA awards include the Dual Enrollment Accelerated Learning Program (DEAL) and the Dual Credit Articulated Program of Study (DCAPS) for secondary students. The DEAL program agreement with public and private schools on Guam, allows eligible high school juniors and seniors to simultaneously earn college credit for Math and English courses and the DCAPS program allows students completing trades and technical courses to earn college credit. College credits awarded range from three to fifteen credits across various Career and Technical Education (CTE) programs, thus streamlining the post-secondary process and decreasing college completion time.[5] College credits awarded range from three (3) to fifteen (15) credits across various Career and Technical Education (CTE) programs. The development of these programs supports the College's 2014-2020 ISMP goals of *strengthening and improving student success and course improvement through visibility and engagement.*[6] Since inception, there has been a steady increase of high school graduates enrolling in College courses, and this information is disseminated to stakeholders through SAGA reports and Fact Books.[7]

College performance data can be found in the annual reports, Institutional Assessment reports, audit reports, financial reports, Fact Books, media releases, and publications. These documents are available to all constituents electronically through the GCC public website. Registered students, faculty, staff, and administrators have access to reports, campus events, committee minutes and other pertinent information on the college website. In addition, a GCC impact video that illustrates the College's success is presented to faculty, and staff, during College assemblies and convocations, and to students during "Meet the President" events, during BOT meetings, and as supporting evidence during legislative budget hearings.

Institutional 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 COPSA calendars and flyers. This forum allows for student's participation in college improvement and provides students with the opportunity to express ideas for institutional improvement.

---

[3] President's Innovative Ideas Program

[4] Small Assessment Grant Award

[5] AVP Saga Volume 5, 2013, p.5

[6] 2014-2020 ISMP

[7] Factbook Volume 11, p. 22

Annual College convocation events update faculty, staff, and administrators on college finance, campus improvements, and construction progress. Other mechanisms for participation of college improvement ideas can be discussed during department, committee, student leadership, department chair, and president's management team meetings.

As institutionalized, college assessment follows a two-year cycle of program evaluation and review that is supported through Policy 306[8]. Departmental assessment plans include specific goals, data, artifacts, and outcomes that are uploaded to TracDat and are accessible to the departments being assessed and the Office of Assessment, Institutional Effectiveness and Research (AIER) stores hard copies of all assessment reports. All College departments, whether academic or administrative, are tasked with their own assessment and ideas for improvement are outlined in implementation of assessment results. Each employee of the College contributes to the departmental assessment plan as each position is attached to a course, program, or unit that is assessed.

The College recognizes the importance of input from all stakeholders to ensure the highest quality, student-centered education. The participatory governance structure supports the College community in decision-making and institutional improvement processes. The College Governing Council (CGC) is the focal point of the participatory governance structure, and consists of administrators, faculty, staff, and student representatives who collaborate in deciding what governance-related issues and concerns will be forwarded to the College president or reported during the BOT monthly meetings through their respective representatives. Collaboration of stakeholders throughout the College creates opportunities to assist faculty and departments in developing strategies to improve student completion rates, enhance student learning, and improve course assessment.

Analysis and Evaluation

The president and VPAA have been leaders in providing opportunities and incentives for institutional improvement at the College. Several mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. There are various programs in place that 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 more pronounced institutional improvement.

Standard IV.A.2

---

[8] Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees

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 and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Since the ACCJC visit in 2012, the College continues to develop, and improve the participatory governance structure to ensure that all levels of decision-making are captured and provide the mechanism for which all constituents can bring forward ideas for institutional improvement. The Participatory Governance Structure Handbook was developed through research and collaboration with various stakeholders at the College and provides the participatory governance history, structure, and roles of each group in the decision-making process.[9] Administrative leadership at the College consists of the Board of Trustees (BOT), the president, vice president for academic affairs/Accreditation Liaison Officer (VPAA/ALO), vice president of finance and administration, and officers of the College. Faculty and staff are represented through respective Senates, the Council on Postsecondary Student Affairs (COPSA) represents student's governance, and the College Governing Council (CGC) represents a combination of participants from all sectors.

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] In order to meet institutional needs that impact student learning and to ensure conformity with accreditation standards, changes in the Participatory Governance structure occurred following the GCC Faculty Union Local 6476 AFT/AFL-CIO and the GCC BOT 2017-2023 Agreement in Spring 2017. Faculty participation in institutional committees is now voluntary with committee selection prior to the start of the academic year, an open meeting policy, and oversight of the committees is the responsibility of the Vice President for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO).

As of Fall 2017 the committees under VPAA oversight include:

1. The College Governing Council (CGC) which addresses college wide governance concerns and consists of voting administrators, students, faculty, and staff representatives who collectively make governance-related recommendations to the College president.
2. The Council of Postsecondary Student Affairs (COPSA) is the official student representative body for student governance, and guides student organizations, assists to collaborate in the formulation of policies and procedures that affect students, and serves as the voice to addresses student concerns.[11]
3. The Faculty Senate is the official faculty representative body and effective Fall 2017 the faculty senate president attends weekly meetings of the Academic

---

[9] Participatory Governance Structure Handbook
[10] AY 2014-2015 Participatory Governance Structure Handbook, p. 5
[11] Council of Postsecondary Student Affairs

Affairs Division (AAD) management team in order to report on faculty related issues and participate in faculty-related discussions.

4. The Staff Senate is the official staff representative body.
5. The institutional committees include: Accreditation Steering Committees,, the Committee on College Assessment (CCA), and the Curriculum Review Committee (CRC).
6. Effective Fall 2017 faculty committees under the oversight of the Faculty Union include the Calendar, Negotiation, Advancement-in-Rank, Professional Development Review (PDRC) and Resources, Planning and Facilities (RPF) committees.[12]

Prior to 2017 BOT-Faculty Union changes, committees under the Faculty Senate included Learning Outcomes, General Education, Promotion, General Education, Professional Development Review, Promotions, and the Council of Department Chairs.[13]

College policies encourage student participation in the governing process, as reflected in the policies below:
- Board Policy 500 – Student Handbook Policies [14]
- Board Policy 505 – Student Co-Curricular Activities [15]

Handbooks and agreements specify responsibilities of each governance body:
- Participatory Governance Structure Handbook, 2017-2018 [16]
- Student Handbook 2017-2018 [17]
- Guam Community College Board of Trustees & Faculty Agreement 2017-2023[18]

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 bylaws and roles in the decision-making process, and the Participatory Governance Structure Handbook (PGSH) describes these roles. The Participatory Governance Structure is presented in an organizational chart in the PGSH.[19] Participatory Governance committees are required to complete meeting minutes and submit year-end reports to the VPAA/ALO.[20] The year-end report includes committee discussion of goals, challenges encountered, successes achieved, and an assessment of the effectiveness of the committee in meeting its goals set for the academic year.[21] Prior to Fall 2017, in an effort to ensure committee accountability and faculty participation committee chairpersons authenticated faculty participation by completing the Faculty Accountability Report for Committee Work. This document has been made redundant but year-end reports continue to be required.

---

[12] BOT/Faculty Union Agreement 2017-2023, page 22
[13] AY 2012-2015 Participatory Governance Structure Handbook, p. 6
[14] Board Policy 500 – Student Handbook Policies
[15] Board Policy 505 – Student Co-Curricular Activities
[16] Participatory Governance Structure Handbook, 2014-2015
[17] Student Handbook 2017-2018
[18] Guam Community College Board of Trustees & Faculty Agreement 2017-2023
[19] Participatory Governance Structure Handbook, p. 7
[20] Governance Report Templates-Year-End Report, Meeting Minutes, and Meeting Agenda, Comprehensive Evidence Inventory
[21] Faculty Accountability Report for Committee Work

Postsecondary and adult high school students are represented by COPSA, which appoints students to institutional committees and serves as a voice to address student governance. The CGC has two student members and one elected student trustee serves on the BOT to ensure the students' voice 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.[22] As part of the College's regular practice two years before the actual visit, the Accreditation Steering Committee (ASC) has been expanded to include student members, staff, and administrators to assist in the completion of the Institutional Self Evaluation Report (ISER).

The institution's governance processes illustrate official responsibilities and provide a voice for administrators, faculty, staff, and students. The process promotes campus wide input for continuous improvement and provides a mechanism to ensure policies and procedures are updated and function effectively.

Analysis and Evaluation

College stakeholders collaborate through defined roles as identified in the participatory governance structure handbook (PGSH) in the development of policies, practices, and agreements that align with the mission, goals, and values that benefit not only the College but the community of Guam. The College supports planning processes, which has improved the governance structure since the 2012 ACCJC visit. The PGSH guides the role of all stakeholders in participatory governance and this process has produced a College environment for empowerment, innovation and institutional excellence.

Standard IV.A.3

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.

Evidence of Meeting the Standard

The College strives for institutional excellence and successful outcomes by encouraging stakeholders to contribute and participate in policy and procedure development. Participatory governance is an essential component of the College's operations. The *Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO and the Guam Community College Board of Trustees 2017-2023, Article I and VII,* recognizes and empowers faculty in institutional governance. The broad participation of faculty and administrators in the decision-making processes that support policies, planning, budget, and institutional effectiveness is vital to the College mission and student success.[23]

Local (Union) committees and the College Governing Council (CGC) bring forth recommendations to the president and the BOT for review and approval. These include for example, the 2018 GCC budget requests,[24] the 2017 capital improvement projects,

---

[22] AY 2017-2018 Guam Community College Student Handbook, p.6
[23] Board-Faculty Agreement 2017-2023
[24] 2018 GCC Budget

and the adoption of the Comprehensive Professional Development Plan (2016), the 2017-2020 Strategic Resource Plan[25], the 2014-2020 Institutional Strategic Master Plan (ISMP), and other institutional plans.

The voice and concerns of the faculty, administrators, staff, and students are represented in the many committees of the College to address the different aspects of institutional concerns. For example, the Committee on College Assessment (CCA) "guides and assists campus constituents to fulfill their assessment requirements."[26] Five faculty committees following the completion of the new union contract will include college administrators, and will exist to address "faculty specific" governance. The roles of each committee are outlined in the Faculty Union Local 6476 AFT/AFL-CIO and the GCC BOT 2017-2023 Agreement, page 22-25 and include:

1. Calendar committee creates five-year academic calendar.
2. Resources, Planning, and Facilities committee reviews facilities master plan and recommends capital improvement projects with impact on student learning outcomes as a priority.
3. Negotiations committee will convene in 2021, two years prior to expiration date of the current board/faculty agreement.[27]
4. Advancement-in-rank committee reviews faculty applications for promotion that are forwarded to the president for consideration.
5. Professional Development Review Committee (PDRC) reviews, evaluates, and approves applications and funding for faculty professional development, such as pursuit of higher credentials, training, workshops, or conferences, off- or on island.

Analysis and Evaluation

Administrators actively participate with faculty in the development of assessment plans and reports, and through active participation in the governance committees. Faculty and administrators collaboratively participate in College endeavors at three different levels; individual, departmental, and committee levels. A defined structure exists for participation, such as in the budget process. Faculty input is sought for departmental budget requests and assessment reports. The department chairs in collaboration with their respective Deans review the departmental budget requests, feedback is provided, and then goes through the participatory governance review process. A positive impact to improving dialogue between faculty and administrators has been felt throughout the campus.

Standard IV.A.4

---

[25] 2017-2021 Strategic Resource Plan
[26] Participatory Governance Handbook pg. 8
[27] BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement 2017-2023

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.

Evidence of Meeting the Standard

Faculty and administrators share the responsibility for curriculum development, quality, and continuous evaluation and assessment of that curriculum. Curriculum board policies "Series 300" exist to guide the curriculum process. Board Policy 306, delineates a staggered two-year cycle of program, services, and administrative assessment.[28] The College's two-year assessment cycle schedule is available externally on the MyGCC website.[29]

The curriculum writing process for secondary, postsecondary, and continuing education (CE) courses underwent restructuring and is reflected in the restructured participatory governance process.   The newly-revised 2017 Curriculum Manual, guides and defines the roles and responsibilities of the faculty, department chair, curriculum review committee (CRC), Deans, Vice President for of Academic Affairs (VPAA), President and Registrar in the curriculum process.[30] Faculty and department chairpersons remain authors of mission-centered course and program curriculum documents that guide course revisions and development at the College.   Curriculum writing workshops and online tools are provided to ensure faculty understand the process, and the MYGCC announcement portal is used to communicate these events.[31] Since 2012 the Learning Outcomes Committee (LOC) supported by the faculty senate and defined in the 2010-2016 Faculty/BOT agreement regulated curriculum development. Following the ratification of the BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement 2017-2023, the LOC and the General Education (Gen Ed.) committees were reconstituted as the Curriculum Review Committee (CRC) and comprises of faculty, Registrar, Associate Deans, program specialists, support staff, and administrators to ensure compliance with ACCJC standards.[32]

The Curriculum Review Committee (CRC) provides online documents, curriculum manual, and instructions for submittal of documents on their committee site on MyGCC. The curriculum writing and reviewing process is completed through an online Acalog system and the CRC reviews curriculum documents prior to submittal to the Deans that ensures and regulates, through quality control, an academically sound curriculum that reflects the mission of the College and meets the evolving needs of the community. As defined in the AY 2014-2015 Participatory Governance Structure Handbook, the online Acalog curriculum approval ACALOG process ensures the development and revision of academically sound curriculum that reflects the mission of the College.[33]

---

[28] Board Policy 306 Comprehensive Assessment Instructional Programs, Student Services, Administrative Units and the Board of Trustees
[29] GCC two-year assessment cycle
[30] Curriculum Manual AY 2017-2018 page 13-30
[31] Curriculum Writing Workshop
[32] BOT-Faculty Union Local 6476 AFT/AFL-CIO Agreement 2017-2023
[33] AY 2014-2015 Participatory Governance Structure Handbook, p.10

In addition, the CRC reviews, explores and assesses the effectiveness of general education policies and procedures, making recommendations to the Faculty Senate, Department and Committee Chairpersons, and administrators as appropriate. Workshops using the Acalog system are provided and training documents are available internally on the College website for curriculum authors.[34] The curriculum committee meets regularly and annually updates the manual, course, and program curriculum templates. Prior to Fall 2017 the now defunct Learning Outcomes Committee (LOC) via MYGCC Announcements asked for stakeholder's feedback on revising and updating the 2017 curriculum manual.[35] The updated Curriculum Manual was made available to the campus, fall 2017.[36] Additionally, the College ensures appropriate information is disseminated regarding institutional plans, policies, and curricular change via departmental meetings and academic directives by the VPAA.

Analysis and Evaluation

Guam Community College policies, procedures, and manuals establish the roles faculty, committee members, and administrators have in the curriculum writing process. The curriculum manual clearly defines the roles and responsibilities for those involved in curriculum writing and revision process. The CRC through established procedures, assessment cycles, and roles as outlined in the participatory governance structure and curriculum manual ensures that the curriculum process guides and continually improves student learning outcomes. The Annual Review Cycle Schedule is posted internally on the College website and since 2015, many departments have completed or continuing the program and course curriculum review process. Program and course assessments are available on TracDat to verified users.

Standard IV.A.5

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.

Evidence of Meeting the Standard

College stakeholders are committed through the participatory governance structure in maintaining a culture where the Board of Trustees (BOT), students, faculty, administrators, and staff contribute in planning, policy, and decision-making processes at the College. The Council on Postsecondary Student Affairs (COPSA) exists as the student governance body to ensure students' interests, needs and concerns when necessary, are brought to the attention of the president through the governance process.   Student board policies (Series 500) and the 2016-2017 student handbook guides students in academic policies, procedures, and decision-making processes at the College.[37] The staff senate as outlined in the participatory governance handbook is the official representative body for full-time permanent staff employees and appoints staff members to institutional committees, and allows the exchange of information between staff and other stakeholders at the College.

---

[34] How to attach documents in ACALOG
[35] MYGCC Announcements February 24, 2017
[36] AY2017-2018 Curriculum Manual
[37] 2017-2018 Student Handbook

The 2014-2020 Institutional Strategic Master Plan (ISMP) guides the decision-making processes at the College and effective planning provides the tools needed to manage College finances, facilities, and ensures that the best quality education is provided to students. Additionally, strategic planning processes are linked to the facility master plan, budget planning, and information technology strategic master plans.[38]

The College governing board is responsible for establishing policies to assure the quality, effectiveness, and integrity of the decision-making process to achieve College goals, mission, and improve student success. College assemblies, employee convocations, MyGCC announcements, board meetings, annual reports, and student events such as "Meet the President" are avenues used to communicate planning, new college programs, and results of the decision-making processes at the College.[39] Additionally the dissemination and sharing of this information, such as media releases and newsletters can be found in the public domain of the College website.[40]

Analysis and Evaluation

Policies, procedures, manuals, workshop trainings, and college agendas guided by the ISMP, exist to direct stakeholders in the complex dynamics of decision-making at the College. The president updates the Board at board meetings, converses with students during 'Meet the President' events, and addresses faculty and staff during annual convocations and assemblies.[41] As already mentioned, the president provides quarterly reports to the public auditor and legislative speaker disclosing all funds and administrative plans for the preceding quarter (BOT Annual Fiscal Year Calendar). In addition, the president holds town hall meetings with the students every semester to update them on College developments. Concerns raised by students at these forums are systematically documented, the results of which are reported back to students in succeeding forums.

Institutional assessment and curriculum development is continuous and an ongoing process at the College. The message from the president in the 2014-2020 ISMP details a 20% growth in student population, program expansion, and upgrades to the physical campus over the past six years benefit current and future students.[42]

Standard IV.A.6

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

Evidence of Meeting the Standard

The College participatory governance structure encompasses all stakeholders in the decision-making process. Participant groups led by the Board of Trustees (BOT) include the president, College Governing Council (CGC), institutional committees, faculty senate, faculty senate committees, staff senate, and the Council on Postsecondary Student Affairs (COPSA), as outlined in the AY 2014-2015 participatory governance handbook.

---

[38] 2014-2020 Institutional Strategic Master Plan

[39] 'Meet the President' Spring 2015

[40] 2015-2016 Annual Report this is (latest version on website)

[41] Chachalani June-August 2017

[42] 2014-2020 ISMP

[43] The Board of Trustees and all institutional committee meetings are open to everyone on campus, encouraging clarity and transparency in the process. BOT agendas, attendance and meeting minutes are published on the College external website, and committee minutes, and accountability reports are published on committee internal sites,

The CGC whose members include representatives from the faculty senate, staff senate, COPSA, faculty union, and administrators make recommendations to the president. The president reviews the recommendations and makes the final decision to present to the Board of Trustees (BOT). 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. The new Participatory Governance Structure Handbook (2017) guides College stakeholders in the decision-making process at the institution.

Other methods used to communicate leadership, planning, and governance-related decisions, actions, and outcomes, include the 2014-2020 Institutional Strategic Master Plan (ISMP), by-laws, financial reports, resource allocations, committee minutes, "Chachalani" newsletters, employee emails, media releases, and MYGCC announcements. Public reports are available to all stakeholders on the MYGCC public website.[44] Guam Community College media releases [45] is a format used to communicate campus-wide decision-making processes such as campus construction,[46] commencement ceremonies,[47] accreditation of programs, clean audits, and scholarship awards.[48] The Office of Assessment, Institutional Effectiveness, and Research (AIER) is the central repository for all governance reports. The president communicates College updates to students via "Meet the President" events each semester and to all employees during convocations and College assemblies. Additionally, Citizen Centric Reports (CCR) summarizes the year's events, academic highlights, achievements, financial status, and student outcomes at the College, such as increased student enrollment and graduation, and audit reports.[49] The CCR is submitted to the Office of Public Accountability (OPA) each year.

The MyGCC announcements forum is a useful online tool and documents decision-making process to College stakeholders, such as College assembly agendas, assessment deadlines, ACCJC updates, student scholarships, upcoming events, as well as faculty, and staff workshops. The president's contract was due to expire June 2016 and the BOT announced to its constituents, via the MyGCC announcements that the board had extended the president's contract through June 2019.[50] This was positive and open communication shared to the College constituents prior to the media release.

Analysis and Evaluation

---

[43] AY 2014-2015 participatory governance handbook
[44] Chachalani' newsletters
[45] media releases
[46] campus construction
[47] commencement ceremonies
[48] 16th Consecutive Clean Audit
[49] AY2016Citizen-Centric Reports
[50] MYGCC Announcements May 8, 2015

GCC is not only a leader in workforce development but a leader in effective communication techniques. Information and decisions are extensively communicated to internal and external stakeholders, through '"Meet the President'" events, College assemblies, convocations, and professional development workshops. MyGCC announcements, media releases, Citizen Centric Reports, and '"Chachalani'" newsletters communicate campus-wide events and are available for all internal and external users of the College website.[51]

Standard IV.A.7

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.

Evidence of Meeting the Standard

The College's governance structure has historically consisted of and continues to guide and include the means for broad participation in the decision-making processes by faculty, staff, administrators, and students, which support student programs and services leading to improved institutional effectiveness. Governance processes and practices continue to acknowledge the designated roles and responsibilities of the Board and the College President. The representative body for student governance is the Council on Postsecondary Student Affairs (COPSA), faculty and staff are supported through their respective senates, and administrators are appointed by the College president to serve in institutional committees and councils based on their primary roles and responsibilities.

Through the established assessment infrastructure of the College and directed by Policy 306, the systematic cycle of assessment and evaluation continues to provide the mechanism for regular documentation, reflection, and implementation of improvements based on actionable data and recommendations resulting from the assessment of student learning outcomes.[52] This data is evaluated and reported each year in the Annual Institutional Assessment Report (AIAR).[53] Evidence of the assessment history at the College since 2003 is in the TracDat assessment management system through the system's reporting capabilities.

As guided by Policy 306, there is a staggered two-year schedule of programs, services, and administrative units assessment at the College where stakeholders initiate the two-year assessment cycle by developing assessment plans that include student learning outcomes or administrative unit outcomes detailing what a student should know and be able to do upon completion of a course, program, student service, or other related activities. Included with the development of an assessment plan is the thoughtful selection of assessment methods and targeted performance measures along with a tie-in to the planning, resource allocation, and strategic initiatives of the College. The next step in the assessment cycle is the data collection period in which the assessment methods and instruments begin to collect the specific information needed to demonstrate mastery of the student learning outcomes or administrative unit outcomes. Thereafter, the data is

---

[51] BOT meeting February, 2017

[52] Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and BOT

[53] 16th Annual Institutional Assessment Report (AIAR)

analyzed and evaluated to determine if the target performance is achieved or not, and a discussion of the results with action items for the assessment unit to implement improvements to close gaps in performance and increase student learning and achievement.

As detailed in the Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees document, the plan provides guidance to assessment and evaluation processes for the expressed purpose of marking accomplishment and informing institutional planning.[54]

A wide array of evidence of the effectiveness of leadership and governance at the College exist, including the direct evidence of assessment documented in theTracDat assessment management system; the institution-level assessment studies of the President and the Board of Trustees found in the President's Performance Appraisal Survey Reports and the Board of Trustees' Assessment Reports based on studies conducted by the Office of Assessment, Institutional Effectiveness and Research (AIER); and the minutes of various stakeholder sessions such as the Meet the President sessions with students. Examples of reports, such as the 2012 President's Performance Appraisal Report, are available on the public website.[55]

Prior to fall 2017, committee goals and faculty performance was assessed through meeting minutes, year end reports, and Faculty Accountability for Committee Work form, where committee chairs would report faculty attendance and participation, as well as progress in meeting committee goals. Additionally, beginning in the spring semester of 2014, governance committees were required to submit an annual Governance Year End Report to the Vice President for Academic Affairs. These reports were designed to collect the critical information and data needed to support institutional improvements and to document the progress made in implementing these improvements. Committee chairpersons were responsible to assess the effectiveness of the committee in achieving the goals set for the academic year. Since spring 2014, committees have submitted these self-assessments and evaluations at the end of each academic year. The data and information contained in these reports are used as talking points for the next academic year and an analysis is included in the Survey on Governance Processes and Practices at Guam Community College Report prepared by the Office of Assessment, Institutional Effectiveness and Research.[56]

Administrators, faculty, and staff undergo rigorous individual performance evaluations and these results are kept on file in the HR department. One of the methods of assessing faculty teaching effectiveness is with the IDEA Student Ratings of Instruction Survey instrument administered by the Office of Assessment, Institutional Effectiveness and Research each fall semester of an academic year or as resources allow.[57] These results are used during administrator and faculty evaluations as evidence of performance. The College has adopted a TracDat-based program review model that integrates assessment

---

[54] Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees
[55] 2012 President's Performance Appraisal Report
[56] Faculty Senate Year End Report and Evidence Memo
[57] IDEA Student Ratings of Instruction Survey Report, Fall 2014.

results with planning and budgeting. Most importantly, evaluation reports of the governance structures are published and made available in MyGCC.

Analysis and Evaluation

Evaluation of the leadership and governance processes on campus is integrated in the College's institution-wide assessment initiative and is evidenced in the various institutional documentation found throughout the College's website and housed in the designated institutional repository at the Office of Assessment, Institutional Effectiveness and Research (AIER). These reports such as Annual Reports, Factbooks and Annual Institutional Assessment Reports (AIAR) serve as evidence to the public and the College community that the leadership of the College is committed to assessing its performance and implementing improvements based on the data and feedback presented.[58] Leadership effectiveness is assessed through the feedback received by campus stakeholders who have had direct contact or observation of governance processes and practices.

Standard IV.B. Chief Executive Officer

Standard IV.B.1

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.

Evidence of Meeting the Standard

Pursuant to Public Law 14-77, Chapter 31, Section 3110, the college's president is selected by, and reports to the Board of Trustees (BOT). As the Chief Executive Officer (CEO), the president has the primary responsibility for the administrative and business affairs of the College.[59] The president is delegated through Policy 455, to oversee the administration and implementation of institutional policies and BOT executive directives for the quality of the institution.[60] Additionally, the president through Policy 115, is authorized to initiate policy recommendations, administer educational programs, conduct College business, and implement Board decisions.[61] The president is an extremely visible and competent leader of Guam Community College and her effectiveness is assessed by the BOT through a performance review, BOT minutes, and various institutional reports. These reports capture activities performed by the President and the institution that address the criteria identified in the 2014-2020 Institutional Strategic Master Plan (ISMP).[62]

The president guides the comprehensive strategic planning process involving the College community in setting goals and priorities for the institution linked to data-driven evidence directly provided through the Assessment, Institutional Effectiveness, and Research (AIER) Office. This organized and integrated planning process is supported by AIER.

---

[58] 16th Annual Institutional Assessment Report AY2016-2017
[59] public law 14-77 Chapter 31 3110, p. 7
[60] Policy 455 Selection of the President
[61] Policy 115 Code of Trustee Ethics and Conduct
[62] 2014-2020 Institutional Strategic Master Plan

The president, as supported by the BOT and its policies, is responsible for the financial and overall management of local and federal resources to ensure that all funds are managed with the highest level of accountability. This includes accountability of financial resources in accordance with federal requirements as directed by BOT Policy 200.[63] Since the beginning of her tenure, the president's strong background in accounting and the College's reliability on the allocation of federal funds has served as an advantage in actively pursuing funding sources to meet the College's needs, including various federal grants to allow for the much needed construction and refurbishment of the college campus environment vital to student learning and success as well as increasing the space capacity to serve the increased student enrollment. This is evident in the awarding of millions in dollars of federal grants and contracts from the United States Department of the Interior (USDOI), United States Department of Education (USDOE), Federal Emergency Management Agency (FEMA), and low interest loans from the United States Department of Agriculture (USDA), Citizen Centric Report 2016[64], FY 2017 and 2016 Budget Requests.[65]

It is also the president's responsibility to uphold and safeguard the quality of the institution for student centered success by selecting personnel who meet professional, educational, industry, and administrative standards (Personnel Rules & Regulations-Classified Services Employees; GCC Personnel Rules & Regulations for Academic Personnel). Additionally, in alignment with the Comprehensive Professional Development Plan (CPDP, 2016), and Board Policy 400, the president supports and ensures the availability of funding for the administration of the Professional Development Review Committee (PDRC) activities for employee professional development and personnel training (Administrative Directive No. 2013-03: Professional Development). In addition, the president has integrated professional development training sessions for employees as part of the agenda during annual college assemblies (College assembly minutes March 20, 2017).[66]

The president emphasizes the importance of linking a comprehensive assessment process that continuously assesses the quality of the college's educational programs, student support services, and administrative services to positively impact the cornerstone of assessment activities. namely the student learning outcomes (SLOs) relative to student success. The implementation of GCC's Data Driven Dedicated Planning (3DP) process directly ties in assessment to planning, decision-making, human resources needs, and financial resources that directly support activities that promote college effectiveness, values, and goals.[67]

The president uses various avenues to communicate college effectiveness to the community, students, staff, faculty, and administrators. The president conducts a two-day "Meet the President" event every semester to communicate the college's goals, as well as discuss the College's sustainability practices, campus improvements, and other

---

[63] BOT Policy 200 'Fiduciary Responsibility
[64] Citizen-Centric Report 2016
[65] FY2016 Budget Request p. 56
[66] Board Policy 400 Professional Development
[67] 2014-2015 GCC Assessment Handbook, pg. 12

significant activities to improve GCC's institutional effectiveness.[68] Following her
presentation, the president welcomes the students to ask questions or raise issues that
concern them. The steady increase in numbers of students attending these events verifies
that this has become a popular avenue for students to communicate directly with the
president.[69]

The president communicates institutional values, goals, and college updates to staff,
faculty, and administrators at yearly convocations and college assemblies. At these
assemblies, the president discusses college enrollment, provides financial updates,
planning, and campus developments, and provides various training sessions for
employees' professional development. In addition, the president communicates through
and participates in the governance process as set forth under the Participatory
Governance Structure.[70]

The president communicates to external stakeholders via statements titled 'President's
Message' in various college documents such as the introduction in the 2014-2020
Institutional Strategic Master Plan (ISMP), Annual Reports, and college catalogs, both
secondary and postsecondary.[71] These avenues allow the president to communicate the
achievement of ISMP goals and college successes. Examples of this included in the
2015-1016 Annual report include the largest graduating class in the college history.[72]
Additionally, the 2014-15 Annual report announced an increase in student enrollment and
completion, new college programs, and new campus facilities.[73]

Most importantly, the president participates in, serves in executive positions, and
networks with numerous public, national, and civic organizations such as being the Vice
President of the Guam Women's Chamber of Commerce (GWCC),[74] member of the
American Association of Community Colleges (AACC),[75] Asian Pacific Association for
Fiduciary Studies (APAFS), Association of Community College Trustees (ACCT), Chair
of Pacific Postsecondary Education Council (PPEC),[76] board chairperson for Pacific
Islands branch of the non-profit organization WestCare, and serves on the board of the
Guam Contractors Association (GCA) Trades and Academy, the Pacific Resources for
Education and Learning (PREL). She was also the former president of the Guam
American Association of University Women (AAUW), and until February 2017, served
on President Obama's Advisory Commission on Asian Americans and Pacific Islanders
(AAPI).[77]

The Foundation Board of Governors and BOT meetings are other avenues the President
uses to communicate the college's financial status, capital improvement projects, and

---

[68] Meet the President Fall 2014
[69] September 2016 Chachalani, p.3
[70] Participatory Governance Structure
[71] 2017 College e-catalog
[72]AY 2015-16 Annual Report p.8
[73] AY2014-2015 Annual Report p.4
[74] GWCC
[75] AACC
[76] PPEC
[77] President's Bio 2015

other activities that pertain to institutional performance. To ensure government transparency, these meeting minutes are available to all stakeholders on GCC's public website and board meetings are open to members of the public.

Analysis and Evaluation

The president of the college is an effective, competent, and compelling leader who directs the college in planning, organizing, budgeting, selecting personnel and assesses institutional effectiveness, in general. The college, led by Dr. Mary Okada and supported through federal funding, has seen tremendous growth of newly constructed and renovated buildings that supports the 2014-2020 ISMP and the college mission to be a leader in career and technical workforce development.[78] Increasing student numbers have supported the need to upgrade facilities and create a technology-savvy learning environment for students, and a better working environment for staff and faculty, as well. The President encourages staff, faculty, 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. The "Message from the President" in various public reports communicates the college's commitment to prepare students for the workforce locally and internationally through high quality education.[79]

Standard IV.B.2

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.

Evidence of Meeting the Standard

The powers of the president entrusted to her by the Board of Trustees Policy 400[80] and Public Law 14-77, ensures the College is adequately staffed with qualified employees to competently implement the mission and College goals for student success.[81] The president's management team meets weekly and addresses relevant issues that impact the operations of the College. At these meetings, managers make reports from the academic affairs, finance, and administration divisions and the various offices under the divisions.[82] The president delegates and relies on the administrators to assist, guide, and plan throughout the decision-making processes. The management structure is stable and has had no significant changes in the past six years. Board Policy 115, ensures regular evaluation is aligned with the best interest of the educational needs of Guam, delegating authority to the president and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.[83]

The president ensures that the organizational structure is updated as needed. The organizational chart is updated as changes are made. It was amended to include Academic Technology under the Finance and Administration Division (2014), and a new

---

[78] Mission Statement
[79] 2014-2020 ISMP p. 3
[80] Policy 400 Professional Development
[81] Public Law 14-77
[82] 2013 President Management meeting minutes more update meeting minutes
[83] Policy 115 Code of Trustee Ethics and Conduct

School of Career and College Readiness (CCR, 2015).[84] In Fall 2015, an administrator was appointed to CCR and in Spring 2016 the President approved the transfer of all developmental courses and faculty in English and Math to CCR. Additionally, in July 2013, there were participatory discussions regarding the organization/realignment of work experience programs, student health center, and learning resources center.[85]

The Academic Affairs Division houses the following:
- The School of Trades and Professional Services (TPS)
- The School of Technology and Student Services (TSS)
- The School of Career and College Success (CCS)
- Admissions and Registration
- Assessment, Institutional Effectiveness and Research Office (AIER)
- Continuing Education and Workforce Development

The Finance and Administration Division includes:
- Business Office
- Financial Aid
- Materials Management (Procurement)
- Administrative Support Services
- Human Resources
- Management Information Systems (MIS)
- 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)
- Peace Officer Standards and Training (POST) Commission

Analysis and Evaluation
The president ensures the College's administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience, expertise, and job responsibilities to fit their area of responsibility. All job announcements to fill positions are signed off by the president after budgets are identified. Academic administrators complete a 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) tool and meet with their evaluators to discuss their goals at the beginning of the calendar year.[86] Academic administrators are evaluated on four categories, namely: Managing Operations, Managing Finance and People, Managing Information, and Transformational Leadership. A midterm review is conducted in June or July, and final reviews occur in December. Annual evaluations of all administrators are reviewed by the president and all administrators have clearly defined job descriptions. Job descriptions are updated by the Human Resources office and reviewed by the president and her

---

[84] Policy 140

[85] Reorganization/Realignment

[86] 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) Tool

management team, and are approved by the BOT as the need arises, depending on the changing needs of the College.

Standard IV.B.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.*

Evidence of Meeting the Standard

The president led the collegial process of the development of the 2014-2020 ISMP which was presented to the college campus via various avenues for review and processing to include 2012 President's ISMP Update meeting,[87] ISMP 2013 Update,[88] 2014 ISMP Update Presentation,[89] and 2015 ISMP Update Presentation.[90] Subsequent updates are discussed in the most recent review report conducted by the Planning and Development office. The president communicates institutional goals, outcomes, and future plans to the general community via various avenues including public reports, annual reports, monthly 'Chachalani' newsletters[91], audit reports, Citizen-Centric reports, and Board of Trustee meetings.[92] During board meeting the president reports on the College's financial, educational, institutional, and operational status.[93] In addition, the president meets with her management team to address and review college business. General discussions regarding public hearings regarding fee schedules, staff/administrator professional development training, and the need to orient newly elected Government of Guam (Gov. Guam) senators to the campus are examples of topics discussed during these meetings.[94] All committees under the participatory governance structure establish goals that are uploaded to MyGCC and accessible to all stakeholders, including the president. At the beginning of every academic year, during convocation, the president communicates institutional values, goals, and direction.[95] Each semester during the general assembly the president addresses and updates faculty and staff regarding issues facing the College.

---

[87] 2012 President's ISMP Update meeting
[88] ISMP 2013 Update
[89] 2014 ISMP Update Presentation
[90] 2015 ISMP Update Presentation
[91] Chachalani September 2016, p. 10
[92] AY 2014-2015 Annual Report, p. 4
[93] BOT minutes Feb 3, 2017
[94] January 22, 2013 meeting minutes
[95] 2013-14 Convocation Scripts

For two consecutive days during spring and fall semesters, the president hosts town hall meetings titled "Meet the President" updating students on current events. She also uses this forum to address questions, issues, and concerns from students.[96]

In Spring 2017, the college proudly received its 16th clean audit from Deloitte and Touche, an independent auditor. The president credits GCC's systematic procurement process, secure accountability guidelines, and GCC's Finance and Administration departmental efforts, with this continued solid performance. The audit performance is shared not only within the college but in media releases, as 16 consecutive years of clean audit reports for the College is an exceptional milestone due to the fact that the College continues to be the only government of Guam agency that has consistently maintained a 'low-risk status,'[97] among all GovGuam agencies.

Analysis and Evaluation

The 2014-2020 ISMP provides the goals that guides the college mission, establishes priorities, and guides student's success.[98] Guided by the ISMP, Factbooks, and Annual Reports, the president addresses the achievement of student outcomes, as a guiding principle in all her public pronouncements. For example, the president's message in the AY 2015-2016 Annual Report highlights the priority of 100% student success and introduces the slogan, 'Students First, Mission Always."[99] Allocation of resources is effective as evidence by the College's 16th consecutive clean audit, and is also documented in FY 2016 Citizen-Centric Reports (CCR) along with academic highlights, student enrollment, and upcoming capital improvement projects.[100] The president reported in the AY 2013-2014 Annual Report, a record number of students graduating from GCC, national recognition of Veteran education by the "Military Times Magazine," and other accomplishments to support the 2014-2020 college goals.[101]

Standard IV.B.4

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.
Evidence of Meeting the Standard
The president maintains a visible and positive leadership role in the college's accreditation process. The president regularly updates faculty, staff, and administrators on the accreditation process during college assemblies and convocations.[102] An Accreditation Flow sheet exists to guide the College in this process.[103] In 2014 the president was elected by members of the Pacific Postsecondary Education Council

---

[96] Meet the President Fall 2014
[97] Media Release April 2017
[98] ISMP 2014-2020
[99] AY 2015-2016 Annual Report
[100] FY F2016 Citizen-Centric Reports
[101] AY 2013-2014 Annual Report, p.5
[102] Chachalani June-Aug 2017 From the President
[103] Accreditation 2018 Flow sheet 6 Year Cycle

(PPEC) to serve as the ACCJC Pacific College representative from July 2014-2017.[104] To ensure the College meets ACCJC standards in the accreditation process, the president appointed the Vice President for Academic Affairs (VPAA), to the dual role of Accreditation Liaison Officer (ALO) and VPAA since 2007. To date, the College's ALO has also served as a member of a visiting team member in five (5) ACCJC team visits, including a follow up visit.   In her role as ACCJC Commissioner since 2016, the president herself frequently travels to Accreditation Commission for Community College and Junior Colleges (ACCJC) conferences and workshops. A role of the BOT is to review and approve the president's travel schedule and Spring 2016 the BOT approved the president for travel to the 2016 Commission Development Workshop sponsored by the Accreditation Commission for Community College and Junior Colleges (ACCJC) in Berkeley, California [105]

Through the participatory governance structure institutional committees overseen by the ALO were developed with a responsibility for the accreditation process and these Standard Committees have been in place since the 2012 ACCJC visit, and were put into place for the 2006 visit. These standard committee members meet regularly to address the ACCJC accreditation standards, and prepare mini-ISERs for feedback and discussion. For example, feedback on the ACCJC Mid-term report was discussed during the November 2014_ Accreditation Standards Committee meeting[106]. Additionally, the College required the BOT and all employees to complete the 2014 and 2016 ACCJC Accreditation Basics training to better understand the purposes and context of the whole accreditation process.[107]

Analysis and Evaluation

The president is knowledgeable and visible in the accreditation process at the college. On September 2016, in preparation for the March 2018 ACCJC accreditation team visit, an Accreditation Steering Committee (ASC) comprised of BOT members, administrators, students, faculty, and staff, was formally convened by the Accreditation Liaison Officer (ALO) to further enhance the drafting of the ISER.[108] During the Fall 2016 College Assembly, the president updated faculty, staff, and administrators about changes to the ACCJC online Accreditation Basics Course and standard committee members were requested to complete the new online course by November 17, with all successfully completing this task. The college's full-time employees and BOT members were asked to complete the course by October 31, 2017. [109] As of this writing, all employees of the college have completed the course online, with their certificates of completion on file at the AIER office.

On October 20, 2016 , the Accreditation Steering committee members and the president attended a one-day ISER training event facilitated by ACCJC, in preparation of the committees developing the 2017 ISER and the upcoming March 2018 accreditation team visit.   Board members, president and president-elect from the Staff and Faculty senates were also invited to attend the training to garner a better understanding of the

---

[104] Media Release June 2014

[105] February 9, 2016 BOT meeting minutes

[106] Accreditation Standards Meeting Minutes November 2014

[107] Accreditation Basics Course 2014

[108] Accreditation Steering Committee

[109] Memo Accreditations Basics 2016

accreditation process. Since the ACCJC 2012 visit and prior to Fall 2016 faculty driven accreditation committees led the college in the development of the Institutional Self Evaluation Report (ISER). Working together is part of the College's accreditation vision, and through participatory governance these committees contributed significantly to the form and content of the final ISER.

Standard IV.B.5

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

Evidence of Meeting the Standard

GCC is mandated by Public Law 14-77 to be the vocational leader for secondary and postsecondary education. On September 30, 2011, the law was amended by P.L. 31-099 to reflect the terminology change, from "vocational" to "career and technical education," in keeping with changes at the federal level. The original 1977 public law mandated GCC to provide career and technical education, various occupational training and education to grow a skilled workforce, and to offer technical programs in the public high schools. The law also expanded the short-term extension and apprenticeship programs and identified GCC as the State Agency and Board of Control for Vocational Education.[110]

The President through BOT Policy 115 'Code of Trustee Ethics & Conduct' has been given the authority to "initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions." The president fulfills the college's mandate of providing career and technical education by overseeing the administration of the board policies which support these local Guam and federal laws and regulations. The President has the authority to explore and apply for federal grants and currently administers grants such as Title IV federal funded aid, Carl Perkins, Workforce Investment and Opportunity Act (WIOA), Adult Education, and other sub-awards, such as Title V grants.[111]

The president is responsible for the overall financial management of the College as directed by BOT Policy 200 'Fiduciary Responsibilities.[112] Working with the Vice President of Finance and Administration, the president ensures the prudent management and administration of all revenues and expenditures from appropriated, non-appropriated, as well as federal and local funds. As part of managing the finances, budget development guidelines are properly adhered to, adequate internal control structures exist, and independent annual audits occur.

---

[110] PL 14-77
[111] Policy 115 Code of Trustee Ethics & Conduct
[112] BOT Policy 200 'Fiduciary Responsibilities

The President regularly communicates to the Board at its monthly meetings the College's financial status, capital improvement projects, changes to local and federal rules and regulations, operational procedure changes, and policy updates. In line with the mission, the President's assessment plan, includes continued efforts for collaboration toward developing a process to measure progress towards achieving ISMP goals, with these goals linked to the mission of the College.

Analysis and Evaluation

The president through designation from the BOT, is responsible for the overall management of the operations and finances of the College. She oversees the college's finances, and operations, through effective leadership and guidance in institutional planning, documentation and updates of processes, collection of data, and decision-making processes in alignment with GCC's mission. She maintains leadership by making sure the campus facilities is maintained and in improvements are aligned with strategic plans, such as the Physical Master Plan and the Institutional Strategic Master Plan (ISMP).

Guam Community College continues to be a role model for the community in adherence to statutes, regulations and policies. The president has gained the trust of grantees for multiple federal grants and our compliance is exemplified in the maintenance of 16 years designation of a 'low risk' auditee status, based on the March 31, 2017 issuance of its FY16 audit report.

Standard IV.B.6

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

Evidence of Meeting the Standard

Since her appointment as president in June 2007, Dr. Mary Okada has worked tirelessly to support the mission of the College. The president communicates regularly with college constituents, the community of Guam, and national and international entities. In the College's continuing effort to communicate effectively with the community, and business industries, 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. The president serves in active roles in local and national originations such as the following examples:

- Commissioner, Accrediting Commission for Community and Junior Colleges
- Vice President, Guam Women's Chamber of Commerce,
- Board Member, Guam Contractors Association, Guam Trades Academy
- Board Member, Pacific Resources for Education and Learning (PREL)
- President, American Association of University Women- Guam Chapter

In addition to her responsibilities in these organizations, Dr. Okada is also the Chairperson for the Pacific Postsecondary Education Council (PPEC), as well as the

Pacific Islands branch of the non-profit organization, WestCare. She is a member of American Association of Community Colleges (AACC), Asian Pacific Association for Fiduciary Studies (APAFS), American Association of University Women (AAUW), and Association of Community College Trustees (ACCT) (President's Bio, 2015). Additionally, in 2014 she was appointed by President Obama, to serve as the Vice-Chair on the advisory commission on Asian Americans and Pacific Islanders (AAPI) (BOT meeting June 2014). Dr. Okada resigned from this position in early 2017. Through her visibility in these roles, the president actively promotes the mission of the College as she advocates for, and supports growth of educational opportunities in Guam and Micronesia.

The president communicates to stakeholders utilizing College annual reports, as well as, but not limited to, institutional documents such as the 2014-2020 Institutional Strategic Master Plans (ISMP), Factbooks , and Annual Institutional Assessment Reports (AIAR). Each report begins with a 'Message from the President' where she updates stakeholders on college news and events.

The president consistently provides updates on college finances, federal grants, capital improvement projects, and other activities during the Board of Trustee (BOT) monthly meetings, and this is documented in the BOT meeting minutes. The president is visibly active in college events, as featured in the monthly online newsletter, 'Chachalani.' The president uses this forum to communicate events such as the 16th clean audit (Chachalani March, April, May 2017) Chalani 365 (Chachalani February 2017), and building 100 expansion and renovation (Chachalani February 2017).

The president communicates with college constituents throughout the academic year. "Town Hall" meetings with students are held in the college's Multi-Purpose Auditorium (MPA) two evenings each semester. 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 format. If there are questions the president cannot answer she will refer the questions to other administrators present at the event. During the spring 2015 "Meet the President" event, students asked 31 questions. Examples of questions include; asking for online courses, adding courses, and asking if students can walk in the commencement ceremony prior to completing one final course.[113]   Student's questions are answered during these meetings, and when necessary administrators and faculty support the president in providing answers to the questions.

Mandatory college assemblies, staff, and faculty professional development trainings, are events where the president provides updates of the institutional strategic master plan (ISMP), budgetary announcements, upcoming events, grants, and campus

---

[113]Meet the President Spring 2015

improvements. During the Fall 2016 college assembly, in keeping with the college mission, the president updated college employees on the 2014-2020 ISMP, regarding curriculum review and assessment, federally mandated graduate employment numbers, GCC's current financial status, and upcoming campus improvement projects.[114] During the Fall 2013 college assembly, "Closing the Loop" was discussed by the president.[115] In her role as president, Dr. Okada also attends government budget hearings and BOT meetings to communicate college needs and she meets regularly with external entities, such as the Guam Department of Education.[116] She attends public hearings, community, national, and international events. This visibility enables her to be aware of the activities, needs and demands of local, national and international communities, and provides greater awareness of GCC and its services and programs.[117]

Analysis and Evaluation

The president communicates to stakeholders via the 'President's Message' the college's mission, vision, core values, and goals necessary for achieving overall excellence in career and technical workforce development.[118] The president communicates College accomplishments and student success to stakeholders, as evidenced in the Annual Reports.[119] Highlights in these reports 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.

During the board monthly meetings, the president regularly updates members and attendees on upcoming campus events and finances. Of concern in one of these meetings, for example, is the slow movement of allotment releases from the general fund, only $4.63 million (or 77%) of the FY2016 appropriated funds, she reported, has been released and no FY 2017 funds have been provided, but the president communicated she would be monitoring the release of these payments and hoped to meet with the Governor of Guam regarding the College's financial status.[120]   The president updates the board on building renovations and federal grant opportunities available for future college renovations; for example Building 300 being funded by FEMA.[121]

The president routinely holds "Meet Your President" town hall meetings with students each semester.[122] These events allow students to ask questions, and address their concerns. The number of students attending these events has steadily increased and this has been a good way for students to familiarize themselves with the president and be update on campus construction, for example. 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.[123]

---

[114] Fall 2016 College Assembly

[115] Closing the Loop

[116] Department of Education 2015

[117] BOT meeting September 2015

[118] ISMP 2014-2020 p.3

[119] 2014-2015 Annual Report, p. 5. and 2015-2016 Annual Report

[120] BOT meeting February 2017

[121] BOT meeting February 2016

[122] Meet the President Fall 2016

[123] Meet the President February 2015

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 GCC graduates. She introduced the 2014-2020 Institutional Strategic Master Plan (ISMP), and revealed that GCC was the first college to introduce the "Keep Your Guard Up" college initiative which offers courses to returning deployed soldiers.[124]

Public reports are posted on MyGCC and these reports allow the president, through the "President's Message" to communicate the college mission, vision, and goals, to external and internal stakeholders.[125]

Standard IV.C: Governing Board

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.

Standard IV. C.1

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.

Evidence of Meeting the Standard

The responsibilities of the Board of Trustees (BOT) as defined in Article Two, Section Five, of the BOT By-Laws directs the BOT to approve policies and regulations necessary for operation of the college. 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.[126] Board responsibilities include the evaluation of existing and potential job skills needed in industry and offer more scholarships funded by private employers, labor unions, and territorial, and federal government. Other board responsibilities include the encouragement of retraining programs for the unemployed and under-employed in order to provide a guaranteed workforce; evaluations and recommendations for executive and legislative action to improve programs regarding job innovation and development; 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

---

[124] AY 2013-2014
[125] President's Message
[126] Policy 110 Board Policy Development and Review

programs, 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-year follow-up studies of the graduates of the various programs operated by the College.[127]

Analysis and Evaluation

The Board is regularly informed and aware of the College's growth, outcomes, development and budget. Monthly financial reports are reviewed during regularly scheduled meetings. Current issues, new activities, and program changes are channeled to the Board at these monthly meetings via reports from the President, the Student Trustee, the Faculty Advisory Member, and the Support Staff Advisory Member.

Standard IV.C.2

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

Evidence of Meeting the Standard

The College's Board of Trustees (BOT) pursuant to Public Law 14-77[128] and GCC BOT By-Laws and outlined in the 2015-2016 BOT Membership Handbook consists of seven members comprised of five official voting members and two non-voting advisory members, who through their various professional experiences positively impact college outcomes.[129] BOT Policy 111 'Adoption of the BOT Handbook' direct members on the meeting process, conduct, and development of activities, timelines and development plans.[130] All members of the governing board have committed the college's mission statement to memory through its recital prior to every board meeting.

Analysis and Evaluation

The board secretary provides Board members with agendas, related documents as well as any updated financial academic reports, electronically prior to board meetings to generate constructive and collective discussions for decision making. During board meetings, discussions surround previously provided documents and decisions are documented through board minutes, board resolutions, policy updates and board action.

Board members through Policy 115 'Code of Ethics & Conduct' have developed healthy working relationships and are encouraged after deliberation to collectively support final BOT decisions.[131] BOT members support each other as evidenced by one student member resignation letter which read, "I most especially appreciate the support that each member has given me throughout my service as the student member."[132] 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. BOT

---

[127] Graduate Employment Report, 2015
[128] Public Law 14-77
[129] GCC BOT By-Laws
[130] BOT Policy 111
[131] Policy 115 Code of Ethics & Conduct
[132] BOT Meeting January 2016

meetings require voting of motions and numerous meetings show that motions are passed without objection and in full support of the board members.[133]

Standard IV.C.3

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

Evidence of Meeting the Standard

Policy 455 'Selection of the President identifies the process of appointing a screening committee tasked to conduct Presidential searches. This committee oversees the search process and provides recommendations to the governance board of at least two applicants best suited for the position.   The Board of Trustees (BOT) guided by Board Policy 455 'Selection of the President,' follows a detailed process and a screening committee comprised of a board member, student trustee, faculty president, BOT advisory members and two members of the public are appointed to guide the selection process.[134] The current president was selected in 2007 using this process. The president's contract includes a provision for an annual evaluation that is conducted by the BOT and kept on file in the board secretary's office. Evaluation of the president indicates that the Board may solicit input from various constituents, typically including senior staff, the academic governance, and union representatives. The president completes an annual self-assessment, updates goals for the following year, and meets with the BOT to review documents. When the evaluation is complete, the Board meets with the president and is provided with the final written document. A signed copy of the President's evaluation is placed on file in the Human Resources Office. The president's evaluation process is used to determine salary increases (BOT meeting February 2017), as well as recommendations to the Board on the renewal of contracts.[135] Corrective action, per board policy can include suspension, reassignment, or resignation. In 2015, following the board assessment of the president's performance, her contract was extended through June 2019.[136]

Analysis and Evaluation

The Board upholds its responsibility of presidential selection and evaluation very seriously, following a rigorous selection and evaluation process. With the assistance of the Human Resources office and the Screening Committee, the Board followed requirements in this area during the last presidential search. The current president, Dr. Okada, was selected in 2007 using this process, her contract was reassessed in 2015, and extended until 2019, and the president was allocated the maximum percentage wage increase due to her exemplary performance (BOT meeting February 2017).[137]

Standard IV.C.4

---

[133] BOT Meeting minutes, 2017
[134] Policy 455 Selection of the President
[135] BOT meeting February 2017
[136] BOT meeting minutes, January 13, 2015, p.7
[137] BOT meeting minutes February 2017

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.

Evidence of Meeting the Standard

Board policies mandate that the Board of Trustees (BOT) act as an independent policy-making body reflecting the public interest in educational quality. The Board members, apart from the student representative, are nominated by the Governor and confirmed by the Guam Legislature. The composition of the board as prescribed in Public Law 17-44GCA, chap.31 subsection 31101,[138] and BOT By-Laws identifies the composition of the board and represents various business and industries.[139] Every governing Board member is a non-owner of the College.[140] It states further that the trustee shall not be a government of Guam employee nor shall the trustee have a conflict of interest with the college to ensure the best interest of the community.

Board Policy 140, cites that the BOT and President will protect and promote the interest of Guam Community College. In addition, the Board practices policy-making roles through standing committees.[141]

Analysis and Evaluation

BOT meeting minutes throughout 2014-2017 show trustees regularly attend internal and external events and this is showcased in the meeting minutes, such as the Community Outreach Report, where board members, for example, report their activities outside of board meetings such as attending retreats, networking with international entities,[142] attending agency meetings, national conferences, and participating in the college's graduation ceremonies.[143] These outreach events provide board members various rich opportunities to represent the college and promote its educational programs. Most importantly, each board member is a strong advocate of the college mission, as each member can recite the institution's mission statement from memory.

Standard IV.C.5

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.

Evidence of Meeting the Standard

In December 2014, the Board of Trustees (BOT) amended and re-adopted BOT Policy 306 "Comprehensive Assessment of Instructional Programs, Student Services,

---

[138] Public Law 17-44GCA, chap.31 subsection 31101
[139] BOT By-Laws
[140] Policy 120 Orientation of new BOT members
[141] Policy 140 Organizational Chart
[142] BOT minutes February 2017
[143] BOT meeting minutes July 2016

Administrative Units and the Board of Trustees." As a policy that has been in place at the college since 2003, this policy describes the Board's commitment to provide students with, and systematically assess quality educational programs and services. To ensure that this process is continuous and ongoing, the board adopted a two-year cycle of program review for all programs, student services and administrative units of the College, as reflected in a comprehensive assessment plan. The program and course reviews are currently ongoing as of spring 2017.[144]

Analysis and Evaluation

The Board amended/updated Policy 306 in response to mandated and newly approved accreditation standards and to provide a more comprehensive process for all instructional programs, student services, and administrative units on campus. The two-year cycle of program review, as accomplished through TracDat fulfills 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 amends, and adopts current board policies that are reviewed, drafted, and revisited during BOT meetings. During the BOT meeting of 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 Tabacco Product, Electronic Cigarette and Betel nut-Free Campus'. The BOT continues to update policies throughout 2016 and 2017, as indicated in the BOT Assessment Plan (BOT Assessment Plan, 2016.) The president also regularly reports and updates the board on the financial status of the college during BOT meetings.

Standard IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The GCC Board of Trustees (BOT) as guided by BOT By-Laws, Article II, consists of seven members appointed by the Governor of Guam and confirmed by the Guam Legislature. Of the seven trustees, six members are appointed to a five-year term by the Governor of Guam and include a representative of the labor sector of the workforce, and representatives from the business and industry, and the remaining members are members of the public. The student trustee is elected by the student body to serve a one-year term.[145]

The Board of Trustees (BOT) member information, policies, bylaws, meeting minutes, and attendance, are available to the community and posted on the public forum of the website.[146] The BOT bylaws stipulate the board's duties, responsibilities, structure, and operating procedures.[147] Additionally, the BOT membership handbook provides members

---

[144] BOT Policy 306 Comprehensive Assessment of Instructional Programs
[145] BOT By-Laws, Article II
[146] The BOT
[147] BOT bylaws

additional information including, policies, bylaws and detailed guidance on board membership requirements, and the handbook while not a public document is available for viewing and is kept in the board secretary's office. Article II of the BOT By-Laws provides instruction on the appointment, powers, responsibilities, and length of term of voting and nonvoting member selection, as follows:

- Article I – The Institution – Defined as 'Guam Community College'
- Article II - Board of Trustees – number of members, appointment, term of office, trustee powers, and compensation.
- Article III - Meetings – guidance on annual, public, regular, and special meetings, quorum requirements, rules, and order of business.
- Article IV - Officers – election term, and job descriptions of chairperson, vice chairperson, secretary, treasurer, vacancies, standard committee descriptions (Academic Affairs, business and finance, and administrative services).
- Article V – President – duties and powers of the president, Guam and Federal statutes, rules and regulations regarding equal opportunities for education, training, and employment.
- Article VI – Financial Considerations – board authority for contracts, checks, drafts, orders for payment, deposits, fiscal year, funding sources, and GCC foundation.

- Article VII- Miscellaneous – policies, rules, regulations, and college seal.

- Article VIII- Amendments – guidance on amending the by-law

Analysis and Evaluation
The appointment and confirmation of BOT members is under the authority of the Governor of Guam and the Guam Legislature, as reflected in Policy 195 'Selection and Appointment of Guam Community College Trustees,' in compliance with Public Law 14-77, as amended and updated in Public Law 31-99.[148] Trustees, excluding the student member, are appointed for a five-year term, by the Governor of Guam and appointees are orientated to the role, duties, and responsibilities of BOT as outlined in Policy 120 'Orientation of New Board of Trustees Members.'[149] Appointees through Policy 111 'Adoption of BOT Membership Handbook' are provided with electronic copies of the Handbook, to guide them in their role, duties, by-laws, policies, code of ethics, and responsibilities. The board secretary electronically provides copies of BOT meeting minutes and agendas to board member prior to every meeting.[150] As guided by Policy 120 'Orientation of New Board of Trustees Members' BOT orientation is the responsibility of the BOT Chairperson and College president. The board publishes bylaws and policies electronically and are updated as needed, as deemed necessary and appropriate.

Standard IV.C.7

---

[148] Policy 195 Selection and Appointment of Guam Community College Trustees
[149] Policy 120 Orientation of New Board of Trustees Members
[150] Policy 111 Adoption of BOT Membership Handbook

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.

Evidence of Meeting the Standard

The Board of Trustees (BOT) through the GCC BOT By-laws Article VII are provided the power to make, adopt, or amend policies, rules, and regulations that enable them to effectively manage college business.[151] The BOT Assessment, Activities, and Timeline support this and outlines the board's goal to continue to periodically evaluate board policies and code of ethics. To ensure college effectiveness, the board regularly assesses and updates college policies. Board policy review is continuous and ongoing and follows a regular cycle. The BOT Policy Review Report provides evidence that policies were reviewed and when the next review is due, and the BOT Fiscal Year Calendar provides a monthly timetable for policy review.

Analysis and Evaluation

The BOT consistently meets every month throughout the calendar year. Attendance reports, a complete inventory of meeting minutes, and agendas are available on the BOT public website. Meeting minutes reflect discussions, priorities, schedules and other institutional updates as well as actions taken by the board. The GCC board policies are divided 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 the last team visit 2012, the board has extensively added, reviewed, and updated college policies. [152] For example, Board policy 350 'Prior Learning Assessment'[153] BOT Policy 199 'Social Media'[154] and BOT Policy 475 'Merit bonus' have been added and board policies series 100 through 700 have been reviewed.[155] The board reviewed and amended eight (series 100) board policies during the second quarter, 2016.[156] The board's review of policies is continuous and ongoing.[157]

Standard IV.C.8

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.

Evidence of Meeting the Standard

The governing board is committed in providing students with quality educational programs and Policy 306 established a two-year cycle of program review, assessment, and use of the results to improve academic offerings. The review includes assessing programs, productivity, program demand, and development. The 2014-2020 Institutional Strategic Master Plan (ISMP) embodies this objective. The major goals of the ISMP

---

[151] BOT By-laws Article VII
[152] B0T Policy Series 100-700
[153] Board policy 350 Prior Learning Assessment
[154] BOT Policy 199 Social Media
[155] BOT Policy 475 Merit bonus
[156] April 8, 2016 BOT Meeting minutes
[157] February 3, 2017 BOT Meeting minutes

include: Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement. Included within these goals are key initiatives, focused on student-centered learning concepts, curriculum and educational delivery, strengthening faculty professional development, updating facilities, strengthening participatory governance, aligning resource allocation with the ISMP, continual assessment and program review, marketing the 'GCC' brand, and internationalization efforts.[158] The College monitors and regularly reviews its progress on meeting the goals and initiatives of the ISMP and the governing board is updated on student success and institutional plans during board meetings. Board meeting agenda titles include:

- President's Report: Financial Status, Capital Improvement Projects, and Other Activities: report finances, hiring of staff, campus construction and upgrades.
- Student Advisor, Faculty Senate, and Staff Senate Report: student, faculty and staff activities and developments.

Assessment results are reported using various methods, for example, through the annually-published College Fact Book, which includes detailed data on institutional-set student achievement benchmarks for enrollment, course completion, retention, persistence, college to university transfers, and graduate employment rates. The Fact Book is provided to campus constituents including the Board of Trustees (BOT) and an electronic copy is available on the College's public website. The BOT receives quarterly departmental reports that highlight student success including enrollment, course completion, retention, persistence, transfer, and employment.[159]

Analysis and Evaluation

The board is kept updated during board meetings regarding College events, achievements, and outcomes. Board members are provided electronic and hard copies of the Factbooks that report key indicators of student success. For example, Factbook Volume 10 compares College trend data over a ten-year period, and showcases a 36% increase in student enrollment.[160] The office of Assessment, Institutional Effectiveness and Research (AIER) collects the data and results are published in the Fact Books and results are used to improve student success.

Standard IV.C.9

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.

Evidence of Meeting the Standard

Guam Community College has established Policy 120 'Orientation of New Board Members' to guide members in understanding the roles, function, conduct, 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. The BOT Handbook is provided to trustees upon appointment, which outlines in detail expectations of board

---

[158] 2014-2020 ISMP, p.3-7
[159] Factbook Volume 11
[160] Factbook Volume 10

members. Ongoing training for board development includes board members attending trainings and conferences provided by the Association of Community College Trustees (ACCT), and attending board retreats on Guam.[161]

Analysis and Evaluation

Newly appointed board members are provided a policy handbook and a board membership handbook and their orientation is the responsibility of the BOT Chairperson and College president. Policy 120 states that orientation must occur within one month of newly appointed members and include but not limited to; college tour, conflict of interest and ethics training, copies of current operational budgets, copies of board meetings, copy of the Trustees roles and responsibilities, and a BOT membership handbook that provides in-depth guidance in this process.

Board members regularly attend College, community, and national events that are reflected in board minutes. Examples of events attended by board members include but not limited to   College assemblies, College convocations, Joint Board Retreats, Public-Private Partnership Higher Education Summits, ACCT Annual Leadership Congress, , ACCT conference calls, and Policy review training.

Standard IV.C.10

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.

Evidence of Meeting the Standard

The GCC Board of Trustees (BOT) Assessment Activities and Timeline was developed to guide the board in supporting governance, assessment, and institutional effectiveness (AY 2015-2017 Assessment Plan). Like other programs and units at the college, the assessment of board effectiveness is guided by Policy 306.[162] The Assessment, Institutional Effectiveness, and Research (AIER) office conducts assessments of BOT members 'inside voices' (self-assessment) and is summarized in the BOT assessment reports. "The board assessment reports serve as evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing board."[163]

Additionally, Board assessments are conducted by non-board participants 'outside voices' who regularly attend board meetings and activities, and results are summarized in the BOT assessment reports. Board evaluations are organized into five areas, namely: Board-CEO Relations, Board Meetings (Interaction and Dynamics), Board

---

[161] Policy 120 Orientation of New Board Members
[162] Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees
[163] 5th Board of Trustees' Assessment Report, 2013, p.i

Responsibilities, Personal Conduct, and Evaluation. Board members complete the Board Self-Evaluation Questionnaire (BSEQ) on BOT relationships and activities, referred to as 'inside voices.' The objective of both surveys is for Board members to identify strengths and weaknesses in Board functioning and gain a better understanding of expectations from themselves and other participants to be an effective and efficient Board. (Midterm Report-AIER, page 1537, tab 74, Fall 2013). Data gathered provides mechanisms of success and means for continuous quality improvement. The surveys help broaden Board member's perspectives on college diversity and the educational quality issues affecting its daily operations. The BOT assessment reports are public documents and are available online.[164]

Analysis and Evaluation

Through the coordination of AIER, the Board conducted its self-assessment via Survey Monkey (Fifth Board of Trustee's Assessment Report found in Midterm Report to ACCJC; March 2015). Results of the assessment indicate that the Board is visible amongst stakeholders; however, the stakeholders' 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 Board Self Assessment Questionnaire (BSEQ) was the tool utilized in the survey and it was completed by all board members while the Governing Board Assessment Questionnaire (GBAQ) was completed by non-board members who frequently attend board meetings. The latter results determined that the board was functioning effectively, but with room for improvement to strengthen the board's overall performance. Results further showed strong outcomes in relation to personal conduct and board/CEO relations.[165]

Standard IV.C.11

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.

Evidence of Meeting the Standard

Guam Community College Policy 115 'Code of Trustee Ethics & Conduct' provides performance standards required of elected board members and acknowledges the College mission to provide the highest quality of education for students.[166] Guam Public Law 14-77 and Article II of the GCC BOT Bylaws enforces that no member of the board shall be a government of Guam employee nor have any family, ownership, or other personal financial interest in the College and board members must submit pursuant to Guam public law, a 'conflict of interest disclosure statement.'[167] Upon appointment to the board, members are required through Public Law 24-91, Section 13104.1 of Title 4, Guam Code Annotated, to complete a conflict of interest training, which is completed on

---

[164] BOT 5th Assessment Report
[165] Fifth Board of Trustees Assessment Report, pp. ii-iii
[166] Policy 115 Code of Trustee Ethics & Conduct
[167] BOT Bylaws

campus. Additionally, board members through Policy 115 and BOT by-laws are asked to respect peer opinions, avoid all conflicts of interest and work together harmoniously in the decision-making process, promote a healthy working relationship with the president and good relations with each other while working in the spirit of the college. Additionally, the BOT membership handbook provided to incoming board members during orientation details trustee roles, responsibilities, by-laws, and reiterates the ethics and conduct policy.

Analysis and Evaluation
Board members adhere to Guam Public Laws, policies, and procedures at the College, and are held to the highest standard of professional conduct and integrity. In the continuing effort to uphold and maintain professional conduct and code of ethics policies, board members follow the conditions of service as outlined in the BOT handbook. According to the results of the board member's self-evaluation questionnaire (BSEQ) regarding board responsibilities, board members consistently follow the board ethics policy, and leave implementation to the president (Fifth Board of Trustees Assessment Report, p. 18). Board member 'Conflict of interest disclosure statements' and completion of conflict of interest training evidence is kept on file with the BOT secretary at the College, and all board members to date, have participated in this requirement and board members continue to work harmoniously in the interest of the College.[168]

Standard IV.C.12

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.

Evidence of Meeting the Standard

Board members supported through Public Law 14-77 are tasked with the responsibility of developing, adopting, and regulating college policies, and supporting the president in initiating these policies. Board Policy 115, section nine, delegates "Authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions."[169]

Board Policy 110 delegates the board's role in board policy development, review, and regulation and the BOT Annual Fiscal Year Calendar provides a timeline of meeting dates, dates of policy review, and submission of reports and is kept on file in the board secretary's office. The BOT Assessment Activities and Timeline designate the objectives and timeline of board goals, of which Goal One is 'Review of Board Policies' *(*AY 2015-2017 BOT Assessment Activities & Timeline) that allows for the periodic review of all board policies.[170]

Analysis and Evaluation

---

[168] Fifth Board of Trustees Assessment Report, p. 18.
[169] Board Policy 115 Code of Trustee Ethics & Conduct #9
[170] Board Policy 110 Development & Review

Board Policy 110 provides Board members with the capability to develop, adopt, and regulate institutional policies necessary for college success. As Chief Executive Officer (CEO) 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 and this requirement is outlined in the BOT handbook.

According to the Fifth BOT Assessment Report (2015), all board members strongly agree that there is a high level of respect and trust between the board and the president. The report also states that "the board always delegates administrative matters to the president and refrains from micromanaging the College."[171]

Standard IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation process, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board members are provided with the ''ACCJC Guide to Accreditation for Governing Boards' publication that directs their role in the accreditation process, and receive updates during board meetings on the accreditation process and trainings available at the college.[172] In preparation for the final development of the ISER and upcoming 2018 team visit, the ALO convened the Accreditation Steering Committee (ASC) to strengthen the existing drafts of the ISER and two board members –the former board Chair and the student trustee-- were appointed to the Standard IV committee to assist in the completion of the report. The board as a whole is regularly updated by the president on the ISER process, informed of ISER training for standard committee members, accreditation training for board members, and development of an accreditation calendar for board members.[173]

To assist in the understanding of, and commitment to the accreditation process, all board members completed two rounds of the ACCJC online accreditation basics course --the first one in 2012 and again in 2017 when they took the updated Accreditation Basics online course. The latter was the second time they took it as part of the college-wide preparations for accreditation.[174] Board members have also attended ACCJC-related trainings and other professional development activities related to the accreditation process, including ISER training.[175]

Analysis and Evaluation

The Board of Trustees as a governance body is an important component in the accreditation process, with the trustees appropriately informed of ISER development and

---

[171] Fifth BOT Assessment Report, 2013, p.16
[172] ACCJC Guide to Accreditation for Governing Boards
[173] BOT Meeting Minutes, November 3, 2016, p.2
[174] Accreditation Basics
[175] ISER training

progress in the course of its preparation. In fact, two BOT members were appointed to the accreditation steering committee by the ALO and they were fully supportive of the ISER process. They also completed, along with the rest of the Board members, the online ACCJC Accreditation Basics, as part of their preparation for the accreditation process.

It is worthwhile to note that one board member was actively involved in the writing and rewriting of the ISER. She attended various training sessions, as well as ISER meetings, and was fully committed to the successful reaccreditation process at the College. Having been the chair of the board during the 2006 visit, she understands how important it is that the college receives its reaffirmation of accreditation.

Standard IV.D Multi-College Districts or Systems

Since Guam Community College is not part of a multi-college district or system, this section does not apply.

This means that of the 128 standards that need to be addressed by the ISER, only 121 standards actually apply to Guam Community College.