

EXTERNAL EVALUATION REPORT



**Guam Community College
1 Sesame Street
Mangilao, Guam 96923**

**A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the External Evaluation Team that
visited Guam Community College March 7-March 9, 2018**

**Dr. Sonya Christian
Chair**

NOTE: this page shall be added to the External Evaluation Team Report (Team Report) immediately behind the cover page, and shall become part of the final report associated with the review.

DATE: March 9, 2018

INSTITUTION: Guam Community College
1 Sesame Street
Mangilao, Guam 96923

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the findings of the evaluation team that visited Guam Community College March 7-March 9, 2018 with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, the Guam Community College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

List of Team Members

Chair

Dr. Sonya Christian
President
Bakersfield College

Assistant

Lesley Bonds
Director of Student Success and Equity
Bakersfield College

Academic Representatives

Susan Kazama
Interim Vice Chancellor for Academic Affairs
University of Hawaii Kapiolani Community
College

Dr. Veronica Ogata
Student Success & Program Coordinator
Kapiolani Community College

Dr. Laurie Huffman
Professor, Dept. Chair – World Languages
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Dr. William Hirt
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College of the Siskiyous

Charles Sasaki
Dean of Academic Affairs, Division II
Windward Community College

Administrative Representatives

Sylvia Dorsey-Robinson
Retired Vice President of Student Services
West Hills College Lemoore

Dr. Susan Murray
Dean of Institutional Effectiveness
San Diego City College

Eugene Huff
Executive Vice Chancellor, Administrative Services
Contra Costa Community College District

Introduction and Summary of the External Evaluation Report

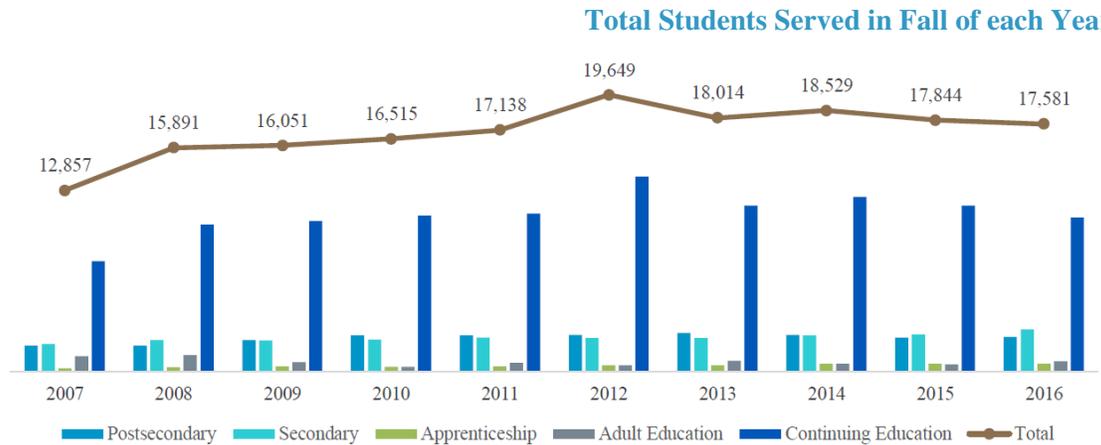
INSTITUTION: Guam Community College

DATES OF VISIT: Wednesday, March 7 – Friday, March 9, 2018

TEAM CHAIR: Dr. Sonya Christian

Established in 1977, Guam Community College is the only community college on the island of Guam. In 2015, GCC earned the highly prestigious Department of the Year award from the Government of Guam. A source of great pride for college employees, the award is among the best validation of the college's leadership in providing *high-quality, student-centered education and job training* as detailed in the college's mission statement.

The college serves a student population of approximately 2,500 per semester, offering a robust array of programs, including 23 associate degrees, 18 certificates, adult and continuing education, community education, and short-term specialized industry training. An impressive apprenticeship program affords over 500 students annually the opportunity to gain job skills with over 100 island employers. GCC's strong partnership with island high schools opens pathways to the college.



The Evaluation Team conducted a comprehensive accreditation evaluation site visit from March 7-March 9, 2018, reviewing evidence that GCC meets Eligibility Requirements, Accreditation Standards, and Commission policies of the Accrediting Commission for Community and Junior Colleges. During the site visit, the Evaluation Team was warmly received and well-supported as members of the GCC *familia* as they reviewed evidence, past evaluation reports, and additional information gained in campus interviews and open forums. College administrators, faculty, staff, and students engaged in interview conversations with openness and candor. It was evident everywhere that the GCC community lives their motto: *Students First, Mission Always*.

Major Findings and Recommendations of the 2018 External Evaluation Team

Team Recommendations for Compliance – None

Team Recommendations for Improvement – None

Team Commendations

During the accreditation visit to Guam Community College, the team recognized several aspects of the College worthy of commendation:

Commendation 1 – The Evaluation Team commends Guam Community College for its sustained and collegial dialog about the assessment of student learning. Assessment results have been broadly communicated through the publication of the Annual Institutional Assessment Report which has been issued for sixteen consecutive years. (I.B.1, I.B.8)

Commendation 2 – The Evaluation Team commends Guam Community College for being the only agency of the Government of Guam to be designated as low-risk for 16 consecutive years. GCC’s robust fiscal planning and astute fiscal management has allowed it to maintain student tuition and fees at the same level since the fall of 2011, a key component to student access and, ultimately, student success. (III.D)

Commendation 3 – The Evaluation Team commends Guam Community College for its transformational initiatives through the President’s Innovative Ideas Program and Small Assessment Grant Awards which support student learning, expand access, and improve success in college-level curriculum. This is the result of institutional leaders creating an environment that encourages innovations like Reach for College, DEAL, Chalani 365, and CLYMER. (II.A.4, II.C, IV.A.1)

Commendation 4 – The Evaluation Team commends the President for her vision and effectiveness of her leadership which has transformed and expanded the campus by steadfastly pursuing grants and commitments for new buildings, including the first LEED Gold certified building for the Government of Guam. (IV.B)

Eligibility Requirements

Authority

As affirmed in 2012, GCC is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) an accreditation body recognized by the Council of Higher Education Accreditation (CHEA). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets Eligibility Requirement 1.

Operational Status

Guam Community College (GCC) offers twenty-three Associate programs and, in conjunction with the Department of Labor, fifty apprentice trades. The College offers eighteen certification programs with increasing enrollment trends. Three thousand students currently engage in direct pathways to articulation with Guam Community College from six of the island's public schools. The College has increased service to the community since fall of 2017 from 12,857 to 17,581 total students served in the fall of 2017. Continuing Education and Workforce Development serve the largest number of GCC students.

The College meets Eligibility Requirement 2.

Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees and a significant portion of its student population is enrolled in them. At least one degree program must be of two academic years in length. GCC offers 23 associate degree or two-year programs for a student population of about 2,400-2,500 students each semester. In 2016, 1,230 (51 percent) out of 2,420 (averaged fall and spring 2016 enrollment) students were enrolled in programs that lead to an associate degree (GCC 2016-2017 Fact Book, Volume 11, pgs. 8, 12).

The College meets Eligibility Requirement 3.

Chief Executive Officer

The Evaluation Team confirmed that the Board of Trustees employs a President as the Chief Executive Officer of the College. Dr. Mary A.Y. Okada was hired in 2007 as the College's first female president. Her full-time responsibility is to the institution and she possesses the requisite authority to administer board policies.

The College meets Eligibility Requirement 4.

Financial Accountability

GCC has annually undergone and made public certified external financial audits. Audits noted no findings nor items of non-compliance.

The College meets Eligibility Requirement 5.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Guam Community College (GCC) properly announced the comprehensive ACCJC evaluation visit and made a good faith effort to solicit third party comments. Dates of the visit were publicly reported in multiple places including on the college’s “Accreditation 2018” webpage. Comments received did not necessitate evaluation team follow-up.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to

	student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
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[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

GCC has defined elements of student achievement performance across the College and has identified the expected measure of performance within each defined element. Institution set standards have been identified for specific measures including graduation rate for two cohorts of students (college-ready and all students including pre-collegiate); student preparedness for college; course completion; student placement into and progression through pre-college math and English; and for job placement rates of graduates. These elements of student achievement performance for measurement are appropriate to the College’s mission.

Benchmarks for performance are set using historical data and are increased by one percent each year to support improvement. Reports of results are presented to the Board of Trustees and to governance groups, including the Faculty Senate and Staff Senate. Data are published in the annual Fact Book through the Office of Assessment, Institutional Effectiveness, and Research (AIER).

The College annually analyzes its performance with regard to the institution-set standards and student achievement. Results of these and other supporting assessments have been used to allocate resources to implement institutional improvements. These include an institutionally-designed transformation initiative that has led to specific projects such as the reorganization of developmental English and math instruction in order to improve retention.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Board Policy 345: Credit Hour Policy, ensures credit hours awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education; and course contact/clock hours, whether traditional/lecture, continuing education, practicum, or labs, are in compliance with GCC’s credit hour policy, federal regulations and accrediting agency standards. GCC has a review process to ensure that one credit of traditional lecture courses equals 15 contact hours spent in class. Forty-five contact hours equals one credit for practicums and labs. Credit is awarded when students pass the course. Student attainment of student learning outcomes is the basis for the final grade, which results in credit for the course.

For continuing education, ten contact hours equals one Continuing Education Credit (CEU) equivalency. CEUs are awarded with a pass/fail grade since the CEU experience is learning enrichment/advancement and not mastery of scholarly materials. For credit hours, continuing education follows the College’s credit hour policy. The Office of Continuing Education offers certificates of enrichment or completion. CEU programs are governed by the same standards and review process that the College requires for degree and certificate programs.

The curriculum development and review cycle is designed to ensure the appropriate length, sequencing, and time to completion. GCC’s Curriculum Manual has a program approval form which includes a section that shows that full-time students can complete associate degree programs within two years and certificate programs within one year. The program approval form also includes a section on course sequencing as part of completion. All associate degree programs require a minimum of 60 semester credits and certificate programs require a minimum of 30 credits. Students’ satisfactory progress toward degrees or certificates are indicated by cumulative grade point averages of 2.00 or higher.

Additionally, the Curriculum Review Committee (CRC) provides another step in the review process. Curriculum is reviewed by the department chair, the CRC, administrators, including the president, and the registrar, who validates that the number of credit hours and contact hours are in line with the College’s credit hour policy.

GCC’s tuition is consistent across degree programs. As described in the catalog, the tuition for resident students is \$130.00 per credit hour; nonresident students pay \$155.00 per credit hour; and the tuition for international students is \$180.00 per credit hour.

The review of evidence indicates that: GCC’s credit hour assignments and degree program lengths are within the range of good practice in higher education in both policy and procedure; the assignment of credit hours and degree program lengths is verified by the College, and is reliable and accurate; credit hours adhere to the Department of Education’s conversion formula; and the College demonstrates compliance with ACCJC’s *Policy on Institutional Degrees and Credits*.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

GCC discloses its policies for transfer of credit from prior learning to its students and the public in its catalog and on its website. The transfer credit policy states that credit will be awarded only for college-level learning that is balanced, appropriate to the subject, and lies between the theory and practical application. The determination of competence and the awarding of credit must be made by appropriate subject matter and academic experts, and credit will only be awarded appropriate to the academic context in which it is accepted.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education

	and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Board Policy (BP) 340, addresses Distance Education (DE) and Correspondence Education. This BP defines DE, and includes language regarding DE course approval, course quality standards, instructor qualifications, instructor-initiated contact, and the official Learning Management System (MOODLE) supported by GCC. Under instructor-initiated contact, language refers to accepted practices for regular effective contact for fully online and hybrid courses including forms of contact with students, course announcements, orientation; regular or online office hours; faculty expectations of students; content delivery; faculty certification and training, and notifications of office hour availability or unavailability referenced in the GCC’s DE Standard Operating Manual. (BP 340 was adopted July 7, 2010). GCC currently offers three online courses and will cancel all fully online courses after spring 2018. GCC has determined that students are more apt to enroll in a hybrid or face-to-face course due to lack of computer access at home and interest in traditional modes of instruction.

GCC has in place processes and guidelines for the management, training, design, development, infrastructure and assessment of DE courses.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and government bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Students can easily locate the complaint procedures in the student handbook and online. In the Student Handbook, students will find information that includes the grievance and complaint procedures, non-discrimination, and sexual harassment policies, student conduct and disciplinary procedures, and complaint forms. On the MyGCC portal page, under the Student Services tab, students will find the Grievance/Disciplinary process prominently displayed. This page includes links to the 2017-18 Student Handbook, Board Policy 185, Sexual Harassment and Sexual Discrimination Prevention and Sexual Misconduct Complaint Procedures as well as the contact information for support services and on and off campus resources.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

GCC provides accurate, timely, and detailed information primarily through its website and catalog. The website is student and public-friendly, with easily identified links to information of interest to those groups. GCC's advertising goes through review steps to ensure policy compliance. College and program accreditation status is readily available in the catalog and on the website.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

GCC presented evidence that it complies with Title IV requirements, including recent years' certified independent audits with unmodified opinions and no material weaknesses or significant deficiencies. No USDE-raised issues have been identified. GCC does not offer federal student loans.

STANDARD I: MISSION, ACADEMIC QUALITY, AND INSTITUTIONAL EFFECTIVENESS AND INTEGRITY

Standard I.A: Mission

General Observations

The institution has defined its educational purpose and disseminates its mission with clarity and consistency. The college has provided multiple examples and evidence of the ways the mission informs day-to-day practice, instructional offerings, and student support services. The Mission Statement is regularly revisited and articulates GCC's focus on career and technical workforce development for Micronesia. Since 2011, it has appeared in both English and Chamorro. For this active engagement with the mission, the Team commends the college. The Mission Statement is documented in Board Policy, recited at college gatherings, and is well known and widely understood by college constituents.

Findings and Evidence

The Guam Community College (GCC) Mission Statement appears in both English and Chamorro and states that, "Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia." The Mission Statement is assessed on a regular basis and was last endorsed by the Board of Trustees (BOT) in April 2016. Institution-Set Standards stipulate expected levels of student achievement. GCC's motto, "Students First, Mission Always," further clarifies the ambitions of the institution. (I.A.1)

A well-managed Office of Assessment, Institutional Effectiveness, and Research (AIER) guides data collection and analysis for the college. TracDat is used as the public repository for assessment evidence and data which are used to verify alignment with mission in pursuit of student achievement. A Data Book has been published annually for ten years and provides valuable insight into enrollment trends and metrics of student success. One hundred percent Program Review completion further ensures activities align with mission. (I.A.2, II.A.1)

Consistent with the stated institutional mission, the vast majority of GCC's programs of study are in Career and Technical Education fields. These 23 Associate of Science programs are complemented by three Associate of Arts programs in Culinary Arts, Education, and Liberal Studies. Resource allocation is also mission appropriate. (I.A.3, II.A.1)

As verified during the evaluation visit, GCC's mission has been widely promulgated through meetings, campus gatherings, official campus publications, Chachalani electronic newsletter, promotional materials, and the website. The Mission Statement was revised, updated, and approved in 2013-14 and reaffirmed by the BOT in 2016 with a small change to the verb tense and to add a Chamorro language translation. The BOT regularly assesses itself, its policies, and actions to ensure it is helping to fulfill the stated institutional mission. (I.A.4)

Conclusion

The College meets Standard I.A.

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations

Guam Community College (GCC) provides documentation of regular and substantive dialog on issues of academic quality and institutional effectiveness. GCC ensures broad participation through the engagement of individual programs in planning, through communication in committees and governance groups, and through college-wide planning conversations such as the College Assemblies held each semester. A long history of annual publications of reports ensures that assessment results are widely accessible. The college has a clearly organized assessment process for programs and departments with a high level of participation across the college. Interviews and examination of evidence indicate an institutional culture of evidence and assessment with a strong focus on student learning. GCC has recently introduced formal supports for innovation and improvement in addition to the ongoing resource allocation process.

Findings and Evidence

The College should be commended for its sustained, substantive, and collegial dialog around assessment, student learning, and improvement. Assessment plans and results are published annually and are broadly shared. Individual assessment reports provide evidence of dialog within programs about the use of results for improvement. Dialog about academic quality and student achievement takes place in the Committee on College Assessment and Curriculum Review Committee. An innovation fund sponsored by the President's Office is available through a proposal process to support instructional improvement efforts. Conversation about equity in student achievement has begun, centering on race, ethnicity, and family income. (I.B.1)

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. All areas of the college complete assessment on a two-year cycle. The activities and processes for each semester in the cycle are clearly defined and published. Programs are organized into four groups for completion of the two-year assessment cycle. Access to TracDat confirms that instructional, student services, and administrative departments follow a consistent format that facilitates documentation of assessment processes and results. Course and program outcomes map to institutional outcomes. GCC emphasizes 100 percent completion of course outcomes assessment which achieved through coordination with curriculum review. Results are collected and published annually in the Annual Institutional Assessment Report (AIAR), which is in its 16th edition. A Fact Book with institutional-level data is in its 11th publication. In addition to achievement data (course completion, retention, persistence, degree/ certificate completion), the college regularly administers assessments from the IDEA Center at Kansas State University to solicit student feedback, and uses information in discussions of instructional improvements. (I.B.2)

The annual fact book publishes institution set standards and associated data for the graduation rate for two cohorts of students (college-ready and all students including pre-collegiate); student preparedness for college; course completion rates; student placement into and progression through pre-college math and English; and for job placement rates of graduates. The current standards do not address retention or persistence, though these data

are presented in the annual Fact Book. Though there is evidence of planning and actions for improvement addressing licensure exam results that did not meet expectations, there is no standard for exams referenced in the institution-set standards. Benchmarks for performance are set using historical data and are increased by one percent each year to support continuous improvement. Discussion of aspirational goals for achievable improvements in institution-set-standards is in progress, as well as specifying the degree of substandard performance that will trigger specific planning to close achievement gaps. (I.B.3)

Institutional processes for assessment at the course and program levels are clear and well documented. Program assessment templates explicitly ask departments and programs to address how assessment results will be used for improvement. This information is compiled in the AIAR. Assessment results are discussed in individual departments; in the Committee on College Assessment; at program advisory committee meetings; in college assemblies; and in periodic reports to the Board of Trustees. Program assessment activities are documented in TracDat. The college demonstrates that students who complete programs achieve the identified outcomes through the program assessment process; student learning outcomes at the program level define expectations for students at the time of program completion. Programs are asked to identify relationships to institutional goals from the Institutional Strategic Master Plan (ISMP). Annual progress updates on ISMP goals are prepared by the Planning and Development department. There are specific examples of changes to institutional processes to support student learning and achievement, including the reorganization of developmental education programs into a new School of Career and College Success (I.B.4)

The process for assessing accomplishment of mission begins with the program review cycle. There is abundant evidence of broad and consistent participation in program assessment. Program outcomes, both for student learning and administrative functions, link to goals from the ISMP, which articulates improvements the College plans to achieve over a three-year period. The Committee on College Assessment reviews and provides detailed feedback on each assessment plan using a structured template, creating consistent expectations and setting the stage for program results to be synthesized into an institutional view. The College truly lives its motto of “Students First, Mission Always” and the centrality of the mission to all planning and assessment activities is unmistakable. (I.B.5)

Disaggregation and analysis of learning outcomes for subpopulations of students is addressed in specific examples, but this does not yet appear to be a comprehensive practice across institutional measures of student achievement to inform institutional priorities for improvement. There is evidence that dialog around race, ethnicity, and family income as factors for examining disproportionate impact has been initiated, but these groups are not yet disaggregated in published reports. As a minority serving institution, the College is clearly oriented toward meeting the educational needs of the population it serves and prioritizing student success; as an example, identification of performance gaps in developmental math and English provided impetus to create action plans for improvement. (I.B.6)

Evaluation of policies, practices, and processes is taking place throughout the institution. Compliance with outcomes assessment cycles is one component; another involves review by committees and participatory governance groups. The culture of evidence and assessment

is widely evident throughout the college, and all constituencies have an orientation toward ongoing evaluation and improvement. (I.B.7).

The primary vehicle for college communication of the results of its assessment activities is the AIAR. The AIAR is in its 16th year of publication and is posted to the website. The report summarizes all assessment activities, including participation rates across departments; tallies of links between program and course level SLOs to institutional goals and accreditation standards; student surveys from orientation, and information on assessment cycles and timelines. The Committee on College Assessment recognizes exemplary assessment practices through an awards program, and its practices reflect a culture of openness and collegiality around assessment processes and results. The high-level of transparency and communication around assessment activities is commendable. (I.B.8)

GCC engages in continuous, systematic evaluation and planning through its program review and assessment process. The two-year cycle includes planning, evidence gathering, reporting of results and how they will be used for improvement, and a report on implementation of any resulting actions. Course and program outcomes are entered into TracDat and mapped to the college's strategic goals, which are also linked to department strategic plans. Resource requests must be based in completed assessment plans and observed results must justify the need for funding. The system of interrelated plans is complex, but interviews confirmed that expectations are well-understood throughout the College. Development of assessment plans and review of results is participatory and includes input from the affected constituencies. The College shared several examples where the need for changes surfaced through the program assessment process and moved forward to a college-wide discussion of larger-scale changes to improve institutional effectiveness and student success. The Transformation Initiative led by President Okada provides structural and financial support for innovations based on assessment results. (I.B.9)

Conclusion

The College meets Standard I.B.

Standard I.C: Institutional Integrity

General Observations

Accreditation information is published on the website and in the online catalog along with the mission statement, vision, and core values. For students interested or currently enrolled in Secondary or Continuing Education programs and courses, information regarding requirements, policies, procedures, and program requirements are provided online and via hard copies. To ensure accuracy, Guam Community College (GCC) has a multi-reviewer process for the catalog.

The Student Handbook codifies student rights and responsibilities, while formal institutional policies established in Board Policy assure a code of ethics, academic honesty, integrity, and intellectual freedom.

GCC's mission statement reflects the primacy of student learning and achievement in all its activities. The College has regular reporting cycles and publishes program assessment results in a comprehensive annual report that contains institutional data on student achievement. Public disclosure of accreditation status is addressed through an accreditation web page that contains an extensive history of reports and communications with ACCJC.

Findings and Evidence

Program information pages in the catalog and on the website follow a general format. A sampling of program information pages on website reveals that most have program learning outcomes posted, though some have incomplete items from the template. ACCJC and program accreditation information is up to date. (1.C.1)

From 2013 to 2015, the College underwent a transition period to move from a printed catalog to an online catalog via the ACALOG system. This transition allowed the College's curriculum review process to be integrated, resulting in real-time, accurate, and updated information for students. (1.C.2)

GCC provides information on all facts, requirements, policies, and procedures for students. The College publishes both an online and printed catalog for prospective and current students interested or enrolled in Postsecondary programs to provide access to the information, including those without access to computers. Students interested or currently enrolled in Secondary or Continuing Education programs are primarily provided with printed catalogs/hard copies. As stated above, the online version of the catalog is integrated with the College's curriculum review process, providing real-time, accurate, and updated information to students. While the review process is similar (i.e., same reviewers) for printed curricular information, this information is not inputted into the College's ACALOG system. Instead, it is published and printed in hard copy form. Hard copy/printed information is continually updated to provide students with current information. (1.C.2)

Assessment of student learning and data on student achievement are published in the college fact book and the Annual Institutional Assessment Report (AIAR). Both of these documents

are available on the website and are long-standing reports. TracDat is used to document the details of program assessment and is accessible to all employees. (1.C.3)

The College's online catalog clearly describes the purpose, content, course requirements, and expected learning outcomes of all postsecondary certificate and degree programs. Information regarding apprenticeship and certificate programs under the Office of Continuing Education/Workforce Development are listed in the catalog. Detailed information for each program is provided in printed form and are readily available for students. (1.C.4)

GCC maintains institutional policies through the Board of Trustees. Operating procedures are reviewed by college committees and individual departments. Specific examples of revisions at all levels are presented. Policies specific to students are published in the Student Handbook. Assessment activities in the Office of Communications and Promotions support quality assurance for publications. (1.C.5)

Information on the total cost of attendance and the net price calculator are accessible through the financial aid pages of the college website. Tuition and fees and related information such as the refund policy are included in the online catalog. (1.C.6)

GCC's strict compliance to Board Policy 460: Academic Freedom and Article IV: Faculty Rights to Academic Freedom assures institutional and academic integrity and validates GCC's commitment to faculty's free pursuit and dissemination of knowledge, and support for intellectual freedom in teaching and research. Board Policy 460 and Article IV also protects the right of faculty members in teaching and research and of students in regards to learning. Policies exist for other constituents as well. This policy is publicized on the College's website and online catalog. (1.C.7)

The College's Student Handbook clearly and specifically details the policies and procedures regarding student responsibilities, behaviors, academic honesty, and consequences for dishonesty. The Student Handbook explicitly describes the various forms of academic dishonesty (i.e., plagiarism, cheating, fabrication) misconduct (disruptions, fighting, possession of controlled substances), and the procedures for investigating such instances. Additionally, it thoroughly explains the different consequences or sanctions (i.e., official warning, loss of privileges, expulsion) that corresponds with such behaviors. The Student Handbook is also introduced and explained to students in New Student Orientation. Students are also informed how to view the handbook on the College's website and/or retrieve an electronic copy. The College's counselors provide guidance and advisement regarding the contents of the handbook. The Student Handbook is reviewed and updated annually by the Associate Dean for the School of Technology and Student Services with feedback and input from the campus community. Substantive additions and/or revisions are reviewed by administration and recommended to the Board of Trustees, who approves the handbook. (1.C.8)

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity in compliance with the College's Policy 470: Code of Ethics and Policy 199: Social Media Policy. These policies apply to all constituents. (1.C.8)

Article IV: Faculty Rights to Academic Freedom and Board Policy 460: Academic Freedom clearly mandate faculty to distinguish between personal conviction and professionally accepted views in their disciplines. Article IV and Board Policy 460 further support faculty to pursue knowledge and truth in research and publicize the results, and strongly stipulates that data and information presented should be accurate, conducted for the common good, and not to further the interest of the individual or the College. Furthermore, Article IV and Board Policy 460 state that faculty when presenting data and information should exercise appropriate restraint, show respect for the opinions of others, and make every effort to not represent themselves as a spokesperson for and of the College. (1.C.9)

Policies governing ethical conduct for employees and student rights and responsibilities are published and accessible. The college does not seek to instill specific beliefs or world views. (1.C.10)

The College does not have formal operations outside of Guam, and does not offer distance education to non-residents. As there are many residents of Guam who originate from other areas of Micronesia, the College sees itself as broadly serving the region, though all of its operations are on Guam. (1.C.11)

The College communicates its accredited status to the public through the website and online catalog. The College initially received regional accreditation in 1979 and has been reaffirmed by ACCJC in the last two comprehensive evaluation cycles. One program, culinary arts, is separately accredited by the Accrediting Commission of the American Culinary Federation Education Foundation (ACFEF). The college's 2015 Midterm Report indicates that GCC has been responsive to recommendations issued during the 2012 comprehensive evaluation. Substantive changes are addressed through the curriculum review process. (I.C.12)

Each program area maintains an advisory committee of employer and industry representatives that provides input on industry standards and desired skills and abilities. The college also collaborates with local and federal agencies in support of its mission. (I.C.13)

The mission is evident throughout the college's publications and materials, and guides the priorities expressed in the Institutional Strategic Master Plan (ISMP), which center on student learning and achievement. (1.C.14)

Conclusion

The College meets Standard I.C.

STANDARD II STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

General Observations

Guam Community College (GCC) offers Associates Degrees, Certificates, Apprentice Trades, general education, and pre-collegiate courses consistent with its mission via various modalities, including face-to-face, fully online, hybrid, and enhanced-web delivery. GCC utilizes an established process to regularly assess all curriculum, Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), and administrative units, and awards course credit, degrees, and certificates based on students' achievement of appropriate learning outcomes.

The College has a multi-level, robust curriculum process (i.e., plan, development, revision, review, approval) in place that ensures the appropriate length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for all courses, and degree and certificate programs. Course scheduling allows students to complete their certificate and/or degree programs within a timeframe consistent with established expectations in higher education, as well as a process to ensure institutional changes do not prohibit a student from completing his or her educational goals.

As appropriate to its mission, the College has clear transfer-of-credit policies and articulation agreements between the College and other institutions to facilitate the mobility of students without penalty, as stated in GCC's 2017-2018 catalog (212). GCC collects data from graduates related to their employment and pass rates on licensure and certification exams and reports these to the Guam Legislature and ACCJC, respectively.

Findings and Evidence

Successful offerings of 23 associate programs, 50 Apprentice trades and 18 Certificate programs show the highest enrollment trends in the College's history. Under the transformational leadership of the president and Vice President of Academic Affairs, GCC has instituted an innovative approach to Dual Enrollment Accelerated Learning (DEAL) with a presence in six of the island's public schools, warranting a commendation from the evaluation team. Three thousand students currently engage in direct pathways to articulation with the college. Apprenticeship programs, in conjunction with the U.S. Department of Labor, currently serve 500 students. The College has increased service to the community since the fall 2015 from 12,587 to 17,581 total enrollment in fall 2017. Continuing Education and Workforce Development serve the largest number of GCC students. (II.A.1)

GCC requires syllabi to include the approved SLOs from the Course Guide (CG). GCC has a centralized mechanism for verifying all students receive a course syllabus. GCC provided the team multiple examples of evidence to ensure quality of instruction following practices and procedures that are common to American higher education. Policies are in place to define practices as presented in CGs, the curriculum approval process, syllabi and the GCC catalogue. GCC's catalog includes information related to sequence of courses, learning

support services, matriculation and other support services necessary for student success. (II.A.2; II.A.3; II.A.5; II.A.6; II.A.7)

GCC offers four pre-collegiate level courses, in math and English, to students who place below college level writing and reading. The Adult High School Diploma program has almost tripled since fall 2007, when 55 students were enrolled, to 163 students in fall 2016. Prior to fall 2017, the COMPASS exam was used for math and English placement. CASAS assessments and ACCUPLACER are used for ESL and adult education for correct placement in pre-collegiate or college level courses. Developmental English and math cohorts have increased persistence rates from 34 percent to 41 percent. (English) and 55 percent to 64 percent (math). The College has initiated special programs such as Dual Credit Articulated Programs of Study, DCAPS, Dual Enrollment Accelerated Learning, DEAL, Classroom Learning Yields Math & English Readiness (CLYMER), and Reach for College to promote and expand student access and improve student success. These programs resulted from the Small Assessment Grant Award, SAGA, and the President's Innovative Ideas Program both reflecting the College's leadership and innovation, and for this GCC is to be commended. (II.A.4)

GCC delineates a comprehensive curriculum development, review, and approval process that ensures practices are consistent with American higher education, and that courses and degree programs, including certificates, are of an appropriate length, breadth, depth, and rigor. This process further warrants that the sequencing of courses supports students' time to completion, a thorough examination of course SLOs, and synthesis of learning. One of the primary entities in the curriculum process is GCC's Curriculum Review Committee (CRC), which is comprised of faculty members, academic administrators, and key staff, who are responsible for reviewing and approving all curriculum content for breadth, depth, and rigor. The CRC is responsible for determining via GCC's Curriculum Program Review Form whether the numbers of credits are appropriate for an associate degree or certificate program, and whether the required credits indicated each semester supports students to complete the proposed degree or certificate program in a timely manner. (II.A.5)

Department chairs survey students each semester regarding course/class schedules to find out what days and times best meet their needs and support their time to degree and/or certificate completion. The results from the survey are then used to plan for the next semester course schedule. GCC's 2017 Curriculum Manual (200) requires proposers to detail the sequences of degree and certificate program courses, and a timeframe for completion that is consistent with established expectations in higher education. (II.A.6)

The Distance Education (DE) Standard Operating Manual, (DE-SOP), 2017 and the Strategic Plan (DE-SP) define and support GCC's DE goals, processes, and guidelines in place for the management, training, design, development, infrastructure, and assessment of DE courses. Faculty teaching courses in DE mode must complete a MOODLE tutorial and receive an online teaching certification. GCC serves a diverse student population. GCC is not offering correspondence courses at this time. (II.A.7)

GCC validates the effectiveness of standardized and course-wide exams through pass rates, achievement of SLOs, and performance of industry competencies. For example, the Hospitality and Tourism Department assesses the effectiveness of their program via the pass rate of the American Hotel & Lodging Educational Institute national certification exam. Another example can be found in the MATH department, where students enrolled in different sections of the same college-level MATH course but in different sections receive a standardized exam to determine if students achieved the course SLOs. Additionally, the Construction Trades Department utilizes a series of competency exams to ensure students mastered specific skills that meets industry standards. (II.A.8)

GCC's catalog specifies three distinct processes (i.e., departmental challenge exams, transfer of credit from other institutions) to evaluate students' prior learning. However, processes are not further elaborated in the GCC catalog. (II.A.8)

Every program and course has SLOs. GCC's 2017-2018 SLO Handbook guides faculty in developing and assessing learning outcomes to ensure (a) course and program alignment with industry standards, (b) students receive high quality education, (c) continuous improvement of teaching and learning, and (d) appropriate awarding of course credit, degrees, and certificates. Final grades determine the attainment of course SLOs, resulting in the awarding of course credits. Additionally, GCC's multi-layer review process, aligned with Board Policy 345: Credit Hour Policy, ensures credit hours awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education; and course contact/clock hours, whether traditional/lecture, continuing education, practicum, or labs, are in compliance with the College's credit hour policy, federal regulations, and accrediting agency standards. (II.A.9)

Where patterns of student enrollment between institutions are identified, the College has developed course-to-course and program-to-program articulation agreements with the University of Guam and 21 other community colleges and four-year universities (see catalog appendices, pgs. 197-206), as appropriate to its mission. Member institutions of the Pacific Post-Secondary Education Council (PPEC) also have reciprocal agreements that include opportunities for students to expand and enrich their postsecondary educational experiences. Furthermore, GCC's transfer-of-credit policies, criteria, and processes for students are clearly detailed in the College's 2017-2018 catalog. These policies also align to Board Policy 320: Articulation and Transfer Agreements, and facilitates the mobility of students to seamlessly transfer to numerous institutions. Additionally, in accepting transfer credits to fulfill degree requirements and upon students' requests, GCC's registrar regularly evaluates transcripts from other institutions, particularly where articulation or reciprocal agreements do not exist. The registrar also consults with faculty from respective departments to determine if SLOs from transferred courses are comparable to the SLOs offered at GCC. (II.A.10)

Course-level SLOs must correspond with PLOs or the States' Career Cluster Initiatives and align with one of the six established ILOs listed in the 2017-2018 Catalog. These require that a student demonstrate: effective communication and quantitative analysis; the ability to access, assimilate, and use information ethically and legally; mastery of critical thinking and problem-solving techniques; collaborative skills that develop professionalism, integrity,

respect, and fairness; and civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues. (II.A.11)

GCC Catalog (p. 33-34) describes the goal of the general education program to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication. (II.A.12)

Program technical requirements and course assignments undergo biannual review by faculty and advisory committee members (Workforce Advisory Committee Handbook, p. 30) to ensure graduates meet employment standards and are prepared for external licensure and certifications. The results of these reviews are documented in advisory committee minutes and included on the program approval form. (II.A.13; II.A.14)

Department chairs make changes to program guides based on feedback from advisory committees and review of data, including program enrollment and completion rates published in the GCC FactBook. When a program is eliminated or its requirements are changed significantly the department makes arrangements with affected students to complete their education in a timely manner, including creating a special project if necessary. (II.A.15)

GCC uses the institutional assessment process documented in its Annual Institutional Assessment Report to evaluate all programs, courses, student learning outcomes, and student services unit outcomes regularly. Learning outcomes for secondary career and technical education programs and courses, postsecondary programs and courses, and continuing education courses are evaluated biannually while the annual curriculum review cycle is used to ensure that curriculum documents are evaluated at least once every five years. (II.A.16)

Conclusion

The College meets Standard II.A.

Standard II.B: Library and Learning Support Services

General Observations

Guam Community College (GCC) offers a comprehensive array of learning support services in several locations. The library is in the newly built (2010) Learning Resource Center and houses a computer lab, library classroom, and print and electronic resources. Other support services include computer labs, tutoring, assessment and counseling, and career advisement. The library offers physical books, a comprehensive electronic book collection, print and online periodicals and articles, and videos and multimedia items. Tutoring services are discussed in Standard II.C, and the team found there is sufficient tutoring provided to support educational programs. GCC uses a variety of assessment methods to evaluate effectiveness in ensuring adequacy in meeting identified students' needs. Collaborative contractual agreements are on file with the University of Guam and specific vendors to supplement the resources for its students.

Findings and Evidence

Library

The Learning Resource Center (LRC) is the first government of Guam building that is LEED GOLD certified by the U.S. Green Building Council. The 22,000 square foot building is open Monday through Saturday for 59 hours/week and houses a collection of 21,000 volumes and 135,000 ebooks that are sufficient to support the diverse needs of its student learners. A small, but precious Pacific Collection is available upon request. There are two full-time librarians and four full-time staff.

Students have 24/7 access to electronic resources through the EBSCO eBooks app or through the GCC Library page for access the electronic databases. Students may also borrow in-person library books, DVDs, and Kindle e-book readers to be used within the library. Reference service is available in person or available via email through the Ask-a-Librarian service. New acquisitions are displayed on the first floor of the library. Additional resources are available through a signed agreement between GCC and the University of Guam (UOG) to provide GCC students access to the resources at UOG. The librarians work with the faculty to provide library instruction upon request, and have proactively reached out to the English faculty to support the research and writing component. Evaluations are conducted prior to and after each session, and the instruction sessions have been rated highly by students. The Library administers and analyzes the results of annual library and instruction surveys. Student Learning Outcomes, pre and post assessments, surveys, faculty and student input are methods used to gain input to assess the effectiveness of the services.

The Library has subscriptions to three databases: the EBSCO Academic e-book collection, the EBSCO Community college e-book database, and the EBSCO periodical databases that are sufficient in quantity, currency and depth to supplement the print collection and provide equitable access to distance learners. Surveys of students and faculty, usage statistics, and requests for database trials are factors used to determine the selection of additional databases. Instructional departments consult with the library about learning resources needed to support any new curriculum. As a result of their assessment, the library has proposed to the campus that GCC support and encourage the use of digital resources to lower costs for students and increase access to open educational resources for classroom delivery. (II.B.1, II.B.2, II.B.3)

Learning Support Services

Tutoring is provided through Project Aim for students under the TRIO program with the criteria of the population served as low income, first generation, and students with disabilities. Reach for College provides services for middle and high school students, post-secondary students, while the Adult Education unit serves those without a high school diploma. Services are available on the second floor of the Student Center building. The English department provides tutoring for the Freshman Composition class and the Math and Science Department has Success Facilitators, or peer tutors. (II.B.1, II.B.2).

Students may access four computer labs on campus for free. The LRC has 34 computers and 17 laptops; Building B has five computers; Building 5000 has 48 computers and Project Aim has a student computer lab with 10 computers.

The LRC has three student learning outcomes assessed between 2015-2017. Information competency was assessed from spring 2015 to fall 2017. Evidence of evaluation is reviewed on a regular, ongoing basis and discussed in the annual program review and through data input into TracDat. Student surveys that were administered show that the Library and Learning Support services utilized the data as a basis for assessment and improvement. (II.B.3)

The library used a number of assessment tools to evaluate their services, including program review, student surveys, pre and post-tests; Evidence of evaluation is reviewed on a regular, ongoing basis and discussed in the annual program review. Student survey results are used by Library and Learning Support services as a basis for assessment and improvement. There is documented evidence of formal agreements, for example the 2017 MOU between GCC and the University of Guam, that provide services and these services are evaluated annually by usage statistics, currency of the information, and depth. (II.B.3)

Conclusion

The College meets Standard II.B.

Standard II.C: Student Support Services

General Observations

Guam Community College (GCC) regularly evaluates and monitors thirteen student support services and programs to ensure students can achieve their educational goals and that the program goals are aligned with the college mission. GCC's reach is evident across the island in workforce arenas, the local high schools, university articulation agreements, and co-curricular and cultural events. GCC works collaboratively with advisory groups to aid in decision making and college planning and to offer insight into industry needs and makes recommendations for the college to consider for growth.

GCC has a full and distinct presence in the local high schools where staff provide pre-enrollment services and ongoing academic opportunities. An evaluation site visit to George Washington High school affirmed GCC's commitment to offering CTE programs to over 300 high schools students. This opportunity is replicated in all of the high schools and demonstrates an exemplary practice. The College should be commended for the innovative Small Assessment Grant Award (SAGA) that has given way to a number of exemplary pre-collegiate practices; examples such as the Dual Enrollment Accelerated Learning (DEAL) program, Classroom Learning Yield Math & English Readiness (CLYMER), Project AIM- Aim for your highest, and Chalani 365 year-round registration program highlight the College's island-wide partnerships that create pathways to educational attainment for students on Guam. GCC also partners with middle schools as evidenced by the newly transformed and institutionalized Reach for College program. Twenty-two articulation agreements with four-year colleges and universities further demonstrate GCC's commitment to ensuring students graduate and are able to transfer.

Co-curricular and cultural activities are held throughout the year and are a part of fabric of the college, as evidence in the thousands of hours of service learning activities and the annual Festival of the Pacific Arts.

Findings and Evidence

GCC regularly evaluates, monitors, and reports on the progress and quality of student support services using external and campus developed tools. Highlights of ongoing assessments are communicated campus wide annually through the Annual Institutional Assessment Report (AIAR), which tracks and monitors assessment activities. GCC's two-year assessment cycle delineates the assessment schedule for all degree programs, certificates, administrative and student services units, and special programs. Each area uses the Unit Assessment Report to communicate the Student Learning Outcomes assessment measures, and report the results of the assessment and actions for improvement. GCC has identified and regularly assesses Student Services Unit Outcomes for its 13 learning support services and programs. As evidenced in TracDat for Accommodative Services & Title IX, GCC collected and analyzed data on the number of disability verifications created and the number of students that picked up their disability verification, and initiated interventions and activities to ensure 100 percent of students met the goal. (II.C.1, II.C.2)

GCC's educational footprint can be seen across the island. Not only does GCC provide educational opportunities on the physical campus and online through Distance Education classes, it also offers services to students in the local middle and high schools through high school CTE programs and Adult Education Programs. The number of veteran students has surged over the past several years. In fall 2016, 237 veterans were enrolled compared to 12 students five years prior in the fall of 2011. Students have full access to information on resources and support such as admission, registration, assessment, counseling and advising, tutoring, financial aid and accommodative services online through the website and the MyGCC Student Portal. Direct services, such as counseling and academic advising, accommodative services, and tutoring are provided face-to-face. Students can access most services between 4:00 and 5:00 pm and tutoring, library, computer lab and student support services offices have extended hours, varying between 6:00 and 9:00 pm. Tutoring is provided to students in English or math classes or who are eligible for participation in special programs, such as Project AIM. If a student needs support in other classes, the faculty will often assist the student, or a student in the class offers tutoring support. (II.C.3)

The Center for Student Involvement (CSI) provides oversight for GCC's co-curricular and cultural activities. The Council on Postsecondary Student Affairs (COPSA) is the student run governance group which represents the student voice. GCC fully integrates co-curricular activities with the college mission and cultural heritage of the Pacific Islands. The CSI provides leadership training for students and publishes student forms and waivers and the 2017-18 Student Organization Handbook on the website. Throughout the year, GCC and student clubs host a variety of co-curricular activities, such as the Festival of the Pacific Arts, student conferences like the EDGE, and a research activity called -On Air – On Arts in Research. Not only are students actively involved in co-curricular activities on campus, but in the community as well through service learning opportunities. In fall 2016, 246 students documented 2,565 hours of service to a number of organizations and companies. (II.C.4)

The Assessment and Counseling Department is responsible for ensuring students have a clear understanding of their program requirements. Staff are provided training and resources to support students in achieving academic requirements and graduation and to understand transfer policies. GCC's adopted admission policies are published on the website and in the 2017-18 Catalog, which communicates the policy and procedures for the six admission classifications, and international students. The Secondary Catalog addresses GCC- CTE High School Programs. Academic advisors are assigned to students based upon their program of study at the time of enrollment. The contact information of assigned academic advisors can be found on the Counseling and Advisement website and on the students' MyGCC portal site under Academic Profile. On the college website, under this department, students and faculty will find Advisor and Student Responsibilities, and live links to education plans for each program, which includes course units, general requirements, technical requirements, related technical requirements and minimum total credits for completion. GCC also provides pre-enrollment, career, and personal counselling, new student orientation, and workshops. The Student Education Plan, once completed is signed by the student and Academic Advisor and denotes declared major, program of study, catalog year, placement test scores, and progress of course completion by year and term. In an effort to increase students' opportunities to stay in school and graduate in a timely manner, GCC has developed Chalani 365, allowing

students to register for the entire year at one time. GCC has clear articulation agreements with four-year colleges and universities, and a clear pathway for students to complete their program of study, transfer requirements are communicated by the faculty and college visits of counselors from the four-year colleges. (II.C.5)

GCC has clearly identified admission policies for International Students and its six student classifications: declared, undeclared, enrichment, diploma, special students, and training participant. A description of each student classification is clearly communicated on the website and in the 2017-18 catalog. In addition, the college offers enrollment in other programs and opportunities it offers such as the CLYMER (Classroom Learning Yields Math & English Readiness), a program for students interested in enrolling in college-level English and math without completing the placement, and the Dual Enrollment Accelerated Learning (DEAL) program, which allows high schools students, in all six high schools to be concurrently enrolled in college classes. (II.C.5, II.C.6)

GCC uses multiple measures to provide students with academic advising and placement into English and math courses. Currently, the college uses ACCUPLACER English and math placement. The college reviewed a number of assessment instruments prior to the selection of ACCUPLACER in spring 2017 and the Academic Advising, English and math departments calibrated the cut scores. The college also uses other measures to place students and provide academic advisement, such as Comprehensive Adult Student Assessment System (CASAS) for English as a Second Language students, Dual Credit Articulated Program of Study (DCAPS), credit awarded for students enrolled in college classes while in high school, and other measures such as Prior Learning Assessment to award credit for existing knowledge. The Counseling and Advising 2016-17 Strategic Plan outlines the college's assessment practices and monitoring of the English and math placement instrument. The Counseling and Advising 2016-17 Strategic Plan documents the ongoing activity of assessment instrument review. (II.C.7)

GCC has developed a Records Management Program Policy Handbook which contains the process and procedures for file maintenance and destruction. The Family Education Rights and Privacy Act (FERPA) policy is published in the 2017-18 Catalog, Appendix I, and procedures for requesting transcripts can be found on the website, which students can access through their password-protected MyGCC account in a PDF format. Electronic files are updated daily. Physical copies of student records are located in two sealed vaults, which can only be accessed by admissions personnel. Procedures for requesting transcripts and ensuring security of transfer of these records are published on the website. (II.C.8)

Conclusion

The College meets Standard II.C.

STANDARD III RESOURCES

Standard III.A: Human Resources

General Observations

Guam Community College (GCC) is an entity of the Government of Guam and all administrators, faculty, and staff are employees of the Government of Guam. Human resources functions are provided by the Human Resources Office (HRO) which reports through the Finance and Administration Division.

The college's full-time faculty members are represented by Local 6476 AFT/AFL-CIO. Adjunct faculty, classified staff, and administrators are not represented. GCC employs approximately 112 fulltime faculty, 91 adjunct faculty, 95 staff, and 35 administrators.

GCC provided substantial evidence of board policies, qualification documentation, performance evaluation tools, recruitment documents, employment contracts, professional development documents, and other human resources evidence for review. GCC adheres to policies and procedures on staff recruitment, qualifications determination, ethical conduct, harassment prohibition, respect for diversity and equity, and other human resource requirements. Policies and procedures are shared during new-hire orientation (with positive affirmation of receipt for those most critical) and, at other times, posted on the college website, where they are easy to access.

Findings and Evidence

GCC uses a single standardized application for all hires and follows established recruitment and hiring criteria and procedures. Hiring procedures are overseen by the HRO, which ensures compliance with applicable laws and standards, and screens for eligibility based on the stated criteria. Position recruitments, including criteria and application procedures, are posted publicly on the GCC website and supported by additional advertising. Classified staff are hired under provisions of the Government of Guam's merit system, in compliance with Guam Code Title IV.

Full-time faculty hiring criteria and minimum qualifications are negotiated, with specific responsibilities tied to "rank" as defined in the Collective Bargaining Agreement. Adjunct faculty duties and responsibilities are delineated and published in the Adjunct Faculty Handbook. HRO ensures that minimum qualifications align with ACCJC and CHEA standards for all faculty positions. HRO ensures educational administrators and faculty possess required degrees and/or certifications. Degrees and transcripts from non-US institutions must be certified equivalent by a NACES member organization.

Job descriptions include duties and responsibilities are linked to GCC mission and goals, and are reviewed periodically. Full-time faculty job descriptions are subject to collective bargaining and were last updated in 2017. Administrator and classified job descriptions are subject to Board approval. Adjunct faculty job descriptions are brief but the Adjunct Faculty Handbook outlines general duties expected of all adjunct faculty. There are additional

relevant certification and training requirements for faculty who teach distance education. (III.A.1; III.A.2; III.A.3; III.A.4)

An evaluation process and schedule is set for all employee groups. Newly-hired employees other than adjunct faculty serve at least a one-year probationary period during which each is evaluated; this period may be extended. Evaluation criteria are tied to the GCC mission and goals, and specific duties and responsibilities. Compensation is tied to evaluation for full-time faculty and administrators.

Classified staff and administrators' evaluation processes are set by administrative directive. The process, criteria, and instruments for each are published. Ratings indicate areas of excellence, meeting standards, and need for improvement. The team applauds GCC leadership for proactively aligning administrator evaluation goals with ACCJC standards.

Full-time faculty evaluation guidance is found in Article X of the CBA. Rubrics are set for different types of faculty responsibilities. Criteria are appropriate and sufficiently robust to ensure the assessment includes teaching effectiveness, where appropriate. Faculty evaluation metrics tie to the ISMP. Faculty who receive less than satisfactory ratings are required to complete an improvement plan. (III.A.5)

GCC employs sufficient faculty, administrators, and staff to achieve its mission, purpose, and educational program goals, and to adequately run its administrative operations. The HRO ensures that all employees meet minimum educational, experience, and expertise qualifications as found in job descriptions or the CBA.

Overall staffing levels at the GCC have increased recently, proportionate to increased student demand. The ratio of full-time to adjunct faculty has shown steady increases. Course SLOs are assessed satisfactorily, as is program review. Comparing 2016 to 2012 data indicates student retention and success rates have risen. Processes exist to determine and request the appropriate number of: faculty based on anticipated student demand, and staff and administrators based on program and institutional need. As an example of ongoing review and evaluation, GCC shared that it recently added an administrative position based on identified student need, and then vetted and collaboratively designed the position with appropriate constituent group participation. (III.A.7; III.A.9; III.A.10)

GCC employs a substantial number of adjunct faculty. Adjunct faculty members must attend orientation prior to the start of their assignments. On its website, GCC maintains and makes available policy and procedure related to adjunct faculty, contractual agreement provisions, and its Adjunct Faculty Handbook. Evaluation is required, outlined by contract, and overseen by the associate dean. Professional development is offered to adjunct faculty and has recently been encouraged through compensation for completing certain trainings and the awarding of CEUs for others. Although adjunct faculty are made aware of GCC events and activities, and may participate in professional development, evidence of broad, systemic, and intentional integration into the life of the institution was minimal. (III.A.8)

GCC Board Policies and operational procedures are easily accessible through the College website and are consistently and equitably administered. Training is provided at new employee orientation and consistently thereafter. Board Policy 160 “Affirmative Action” demonstrates GCC’s commitment to its diverse personnel. This Policy has been reviewed and updated three times in the last decade. The HRO annually compiles and submits employment diversity information in its report to the Guam Labor Department. (III.A.11; III.A.12)

Board Policy 470 provides a written code of professional ethics for employees. Article XIV of the CBA outlines potential consequences for not adhering ethical standards for fulltime faculty. (III.A.13)

GCC provides significant professional development opportunities to employees. The recently completed Comprehensive Professional Development Plan outlines professional development goals and opportunities for faculty and staff and administrators separately, and the goals and opportunities for each group are appropriately focused on duties and functional needs. Each group also has its own professional development committee with oversight, evaluation and improvement as part of its charge.

Further, GCC established Institutional Priorities for professional development broken down into two components: organizational priorities and academic priorities. Professional development activities requests must tie in to one of these priorities.

GCC has demonstrated significant financial support for professional development. For staff and administrators, priority is given to those who do not hold, but are seeking a credential, and financial assistance is provided. (III.A.14)

HRO houses hard-copy personnel records for all employees. These records reside in a lockable room supervised by a human resources staff member. GCC provides secure, electronic access to common individual confidential information through its website portal. Employees are provided access to their hard-copy records in accordance with law. (III.A.15)

(Note - IIIA6 not evaluated per ACCJC guidance)

Conclusion:

The college meets Standard III.A.

Standard III.B. – Physical Resources

General Observations

All of the college's needs and plans are monitored under the 2017-2021 Strategic Resource Plan. This plan ensures fiscal resources are aligned with institutional needs and priorities. Guam Community College has set as one of its goals -to ensure a conducive learning environment. This goal and accompanying initiatives are articulated in the 2014-2020 Institutional Strategic Master Plan. The Physical Master Plan, campus governance committees, college departments, and advisory committees support the development and maintenance of a conducive learning environment.

Findings and Evidence

The 2014-2020 Institutional Strategic Master Plan (ISMP) is the anchor for all college planning, including the Strategic Resource Plan, Physical Master Plan (PMP), and the Information Technology Strategic Plan (ITSP). The college's Resource, Planning, and Facilities Committee serves as the central point for monitoring the Physical Master Plan, making recommendations for capital improvements, and discussing resource and facility issues and concerns. On the MyGCC staff portal page employees can find self-service information such as Emergency Plan Procedures, Custodial Services, and Supply Requests. Staff can also use the eMaint software system to report facility issues or concerns. The Facilities and Maintenance staff meet each morning to review and prioritize work orders, and the Office of Environmental Health and Safety conducts periodic unannounced inspections on the campus and at the high schools. This office also provides reporting links, information and training, including sexual misconduct, active shooter, fire safety, and storm preparedness. (III.B.1)

The 2015-2020 Physical Master Plan delineates GCC's four phase plan for building and infrastructure maintenance and upgrades. During Resource, Planning, and Facilities Committee meetings members discuss and communicate aspects of the safety, sufficiency, maintenance, accessibility, and security of the college. GCC has rapidly remodeled and expanded facilities over the last ten years (including the first LEED Gold certified building for the Government of Guam) through systematic planning and acquisition of funds necessary to enact those plans. During interviews it was clear that the staff and Board of Trustees attribute this work to the visionary and effective leadership of the President of the College and the team commends her for this effort. (III.B.2)

The Workforce Advisory Committee's primary responsibility is to assist GCC in addressing industry standards that meet the needs of students and to recommend improvements. In addition, Department Strategic Plans outline individual department objectives, that may include equipment, technology and physical needs. When deciding on construction needs, GCC takes into consideration variables, such as advisory committee feedback, department strategic plan, assessment data, and feasibility study data. GCC's Physical Master Plan 2015-2020, outlines the long-range projects for facilities, capital improvement, and infrastructure. The College has projections for total cost of ownership for new facilities. (III.B.3; III.B.4)

Conclusion:

The college meets Standard III.B.

Standard III.C: Technology Resources

General Observations

Guam Community College (GCC) receives technology support and services from the Management Information Systems (MIS) Office which reports through the Finance and Administration Division. MIS coordinates with other constituent and peer groups to plan for and deliver hardware and software to meet GCC's needs. GCC's enterprise resource planning (ERP) system consists of Ellucian's Banner for operational needs and Moodle Portal for learning management needs; both are bolstered by other support applications.

Findings and Evidence

GCC monitors its technology needs in a number of ways, including: recommendations from the Technology Working Group, input from departments, and reviews of work activities. Standards are in place to address obsolescence avoidance. Basic hardware and software are in place for programmatic and institutional support. Ongoing budget allocations, augmented by a Student Technology Fee, ensure funding is adequate. The Information Technology Strategic Plan provides short and long-term technology guidance and incorporate college mission, goals, and programmatic needs. (III.C.1; III.C.2)

GCC maintains regular, secured, offsite backups of key data and a Cloud-based disaster recovery site. Ongoing physical access to technology is ensured by a standby generator. Appropriate firewalls, anti-virus software, and other measures assist in maintaining safety and security. Systems are in place that require unique usernames and passwords to access GCC's network. Of note are the particular physical environment challenges faced by GCC; it resides on a relatively small island prone to external factors that affect its power grid well beyond that of most colleges. (III.C.3)

Technology training and support for GCC's staff and students are provided largely on an as-needed basis, that are, identified by self-assessment or work-order requests in the case of staff, or as a result of assessment, or other means for students. Professional development funds are available for employees to support such training. Internally, the Academic Technologies Office provides both periodic and on-demand training. Online training resources are made available on GCC's website. The Distance Education Strategic Plan is demonstrates that GCC provides student support for this instructional mode. (III.C.4)

Decisions regarding technology are made by various bodies within GCC that depend on the specifics of the type of decision, financial impact, and the operational or educational impact. GCC provided documentation of policies and procedures that provide guidance on the appropriate technology to use in teaching and learning, including Board Policy 196, which is expected to be approved at the April Board of Trustees meeting. (III.C.5)

Conclusion:

The college meets Standard III.C.

Standard III.D: Financial Resources

General Observations

Guam Community College (GCC) is an entity of the Government of Guam and receives the vast majority of its funding in the form of annual appropriations from the government. Fiscal operations and support is provided largely by the Business Office, which reports through the Finance and Administration Division, and also administers financial aid.

GCC has a robust, well-defined financial planning process that is integrated into its governance structure. Budgets are developed locally, reviewed first by the Resource, Planning, and Facilities (RPF) Committee, then by the College Governance Council (CGC), and finally approved by the Board of Trustees. GCC is subject to United States Government Accounting Standards (GASB) and undergoes annual independent audits. Audited financials and audit reports indicate that GCC is fiscally sound and has substantial fund balances. GCC's operational expenses are consistently in line with its operational revenues, and it has no unmanageable liabilities. Despite the Government of Guam's budget deficit in recent years, GCC has maintained fiscal stability and met or exceeded its mandated five percent reserve. GASB 68 implementation had the expected, negative impact on GCC's fund balance.

GCC provided abundant evidence of policies, procedures, financial statements, governance review, audits, and open public communication of its finances for review. Of note is that GCC has consistently clean audits, has maintained a low-risk designation for 16 consecutive years, and is commended by the Government of Guam for its fiscal management.

Findings and Evidence

Planning

GCC receives annual appropriations from the Government of Guam and has identified and fostered additional sources of funds (grants, investments, scholarships, auxiliary operation, etc.) to meet its institutionally-defined goals. Budgeting is integrated into GCC's ISMP and Five-Year Strategic Resource Plan, which align finances with broader institutional planning. Per policy, various constituent-based committees review and provide input on the budget and financial allocations. Audited financial statements indicate ongoing fiscal sustainability and growth or maintenance of programs and services. Budget information and annual financial audits are readily available on GCC's website.

GCC has consistent surpluses in ongoing general operational funds, with steady, healthy reserves. Excluding the impact of GASB 68 fund balances have been steady or growing. (III.D.1; III.D.2; III.D.3)

Fiscal Responsibility and Stability

Financial planning is well integrated and budget augmentation requests start with departmental assessments, a component of GCC's program review. General apportionments are augmented with other sources of funds, including grants and federal, local, and private assistance. Budget information is readily available to appropriate staff using GCC's TracDat tool in MyGCC. Evidence provided indicates those overseeing budgets have ready access

to information that enables accurate and timely monitoring. GCCs financial status is discussed frequently by various groups, facilitating timely responses to changing needs. Internal controls are evaluated annually and GCC is also subject to annual independent audit, which have found no internal control issues over the last six audited years. (III.D.4, III.D.5)

As evidenced by external audits, GCCs financial documents are credible, accurate and reflect appropriate, sustainable allocations. With no audit findings in the past six years, no follow-up has been necessary. Audit reports are distributed widely in a timely manner and are publicly accessible. Financial and internal controls are assessed in the annual independent audit and no deficiencies were found. (III.D.6, III.D.7, III.D.8)

Audited financials indicate that GCC maintains sufficient cash flow and consistently exceeds Board-mandated minimum five percent reserve. Excluding the impact of GASB 68, fund balances have been in excess of 15 percent which has allowed GCC significant flexibility to mitigate Government of Guam budgetary shortfalls. Audits noted no issues with auxiliary operations, grants or investments. Of note, GCC has not raised student tuition and fees since the fall of 2011. This is a clear indicator of sound fiscal management. (III.D.9, III.D.10)

Liabilities

GCC incorporates short- and long-term financial allocations, planning, and review in its oversight and planning processes. Liability management has been sound as indicated by audited financials, finding available cash to be consistently near or above twice the level of current liabilities. GCC participates in the Government of Guam retiree pension and benefits plans and audited financials indicate no notable liability concerns. GCC was not subject to GASB 75 compliance until October 2017 and, its OPEB liability is not incorporated into its financials. GCC's annual leave accrual is capped and funded. (III.D.11; III.D.12)

GCC has no locally incurred debt and its one long-term debt, a US Department of Agriculture loan used for capital construction, is being repaid per schedule. GCC provides a number of services using auxiliary operations, augmenting appropriation-funded student services. Auxiliary operations area subject to independent audit, and had no findings. The GCC Foundation, structured as a private, non-profit component of GCC, is also subject to an annual independent audit that has indicated no findings. Use of foundation receipts are restricted to activities that benefit GCC and its students. (III.D.13; III.D.14)

GCC does not participate in federal student loan programs. (III.D.15)

Contractual Agreements

GCC's Board Policy 232 provides appropriate guidance and maximum signing authority amounts for entering into contracts. GCC operates under GovGuam procurement regulations and issues and manages procurements through its Materials Management Office. Evidence provided indicates that contracts are compliant with applicable laws and internal and external regulations. (III.D.16)

Conclusions:

The College meets Standard III.D.

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations

Institutional leaders have created programs and structures that provide opportunities for all of the college's stakeholders to propose and develop ideas for the improvement of GCC's programs, practices, and services. GCC's participatory governance structure ensures effective planning and implementation for ideas that have policy or institution-wide implications.

Established policies and procedures guide college-wide participation and decision-making, define roles, and ensure meaningful participation. Leadership roles and the effectiveness of governance processes are evaluated regularly through the College's established assessment process as guided by Board Policy (BP) 306. GCC's Institutional Strategic Master Plan (ISMP) 2014-2020 and the Participatory Governance Structure Handbook document such processes, and actions on planning, curricular changes, and the results of the decision-making process which are shared in a timely manner through a number of avenues.

Findings and Evidence

The Office of the President encourages student-focused innovation through the President's Innovative Ideas Program (PIIP) to increase completion and success rate for students with developmental education needs, and the Office of the Vice President for Academic Affairs' (VPAA) the Small Assessment Grant Award (SAGA) which provides funding support for departments and faculty to develop and improve course assessment. Institutional leaders have encouraged innovation, leading to the development of DEAL and DCAPs which enable high school students to earn concurrent college credit in math, English, trades, and technical disciplines. The College is to be commended for encouraging these innovative programs. Academic and administrative departments conduct their own self-assessments and present ideas for improvement in their assessment plans. Ideas are discussed during department, committee, student, department chair, and management meetings. Improvement at all levels is supported through the formal participatory governance structure used by all constituents to put forward ideas for planning, programming, and improvement. (IV.A.I)

Articles I and VII of the Board-Faculty Union Agreement of 2017-2023 define the role of faculty in institutional governance and assign to the faculty primary responsibility for five committees that: create the academic calendar; review the facilities master plan and recommend capital improvement projects; negotiate working conditions, review faculty applications for advancement-in-rank; and review, evaluate, and approve applications for faculty professional development funding. Administrators collaborate with faculty in the development of assessment plans and reports through governance committee participation. These committees and the CGC take recommendations to the president and the BOT for review and approval. Organizational changes pursuant to the recent Board-Faculty Union Agreement appear to have received both positive and negative receptions by the faculty. The team suggests that both administrators and faculty continue to exercise voices in institutional policies, planning, and budget related to their areas of responsibility and expertise. (IV.A.3)

The Curriculum Manual clearly defines the roles and responsibilities of the faculty members, department chairs, Curriculum Review Committee (CRC) members, deans, VPAA, president, and registrar in the curriculum process. The CRC provides online documents, the curriculum manual, and instructions for submittal of documents on their committee site and reviews curriculum documents prior to submittal to the deans to ensure proposed curricula are sound, reflect the GCC mission, and meet community needs. CRC also reviews and assesses the effectiveness of general education policies and procedures, making recommendations to the Faculty Senate, department and committee chairpersons, and administrators, pursuant to BP 306 which delineates a staggered two-year assessment cycle of programs and services. (IV.A.4)

Supported by existing policies and procedures, and supplemented by related materials and activities, the 2014-2020 ISMP is used to guide the decision-making process at GCC. The College governing board is responsible for establishing policies to ensure the quality, effectiveness, and integrity of the decision-making process in order to achieve College goals. The BOT receives input through the governance process on students' interests, needs, and concerns from COPSA and on those of full-time staff employees from the Staff Senate via its representatives on institutional committees. Actions on planning, curricular changes, and the results of the decision-making process are shared in a timely manner through a number of avenues, including: College assemblies, website announcements, board meetings, annual reports, and student events. (IV.A.5)

The Participatory Governance Structure Handbook documents the decision making process and guides College stakeholders in navigating the process. BOT meetings and all institutional committee meetings are open to the campus community. BOT agendas, attendance records, and meeting minutes are published on GCC's public website, and committee minutes and accountability reports are published on the MyGCC portal. Leadership, planning, and governance-related decisions are shared through: the 2014-2020 ISMP, by-laws, financial reports, resource allocations, committee minutes, "Chachalani" newsletters, employee emails, media releases, social media postings, and MyGCC announcements. (IV.A.6)

Leadership and governance are evaluated through an established assessment infrastructure and directed by BP 306. Evidence of the effectiveness of leadership and governance includes: the direct evidence of assessment drawn from the TracDat assessment management system; the institution-level assessment studies of the president and the BOT found in the President's Performance Appraisal Survey Reports and the BOT Assessment Reports; and, the minutes of various stakeholder sessions such as the Meet the President sessions with students. Results and final reports are available on the public website; evaluation reports of the governance structures are published and available on MyGCC. Administrators, faculty, and staff undergo individual performance evaluations and the results are used to inform planning and budgeting through the program review process. Governance committees submit annual Governance Year End Reports to the VPAA to present data needed to support institutional improvements and document the progress made toward implementing these improvements. An analysis of these data is included in the Survey on Governance Processes and Practices at GCC Report prepared by the Office of Assessment, Institutional Effectiveness and Research. (IV.A.7)

Conclusions

The College meets Standard IV.A.

Standard IV.B: Chief Executive Officer

General Observations

Guam Community College (GCC) has a Chief Executive Officer (CEO) appointed by the Board of Trustees (BOT) who holds the authority to administer policies and administrative procedures. The CEO, hired by the BOT in 2007, provides effective leadership in planning, budgeting, and assessing institutional effectiveness. The CEO convenes the College Governing Council (CGC) and ensures that it addresses college-wide concerns.

Findings and Evidence

President Mary A.Y. Okada was selected by, and reports to the BOT, and is responsible for providing effective leadership in planning. She led the development of the 2014-2020 Institutional Strategic Master Plan (ISMP) through Policy 455. The CEO's communication supports the GCC mission in *providing the highest quality, student-centered education and job training for Micronesia*. Of note is the culture transformation that puts *Students first, mission always*. The CEO is to be commended for fostering best practices and leading the way in the ACCJC region. An example is Chalani 365, enabling full-year registration as well as securing funding essential to implement the Facilities Master Plan.

The CEO initiates and implements policy recommendations approved by the BOT. The CEO is responsible for the financial and resource management and has achieved more than 16 years of clean independent audits. The CEO is responsible for the process of selecting and developing personnel, and assessing institutional effectiveness. (IV.B.1, IV.B.2, IV.B.5)

The team found policies and procedures developed with input from all constituents, including the CGC. The Participatory Governance Structure Handbook, updated for 2017-18, details the structure of and guides the integrated planning process. Under the leadership of the CEO and CGC, the ISMP was last updated for 2014-2020. Goals, outcomes, and annual reports are communicated to the BOT and the community while decisions are made based on data and are presented and posted for broad discussion. The team heard examples about the 3DP, or Data Driven Dedicated Planning, a process implemented by the CEO. (IV.B.3)

Since 2014, the CEO has served as an ACCJC commissioner as well as Chair of the Pacific Postsecondary Education Council. The CEO, along with the GCC ALO/VPAA has served as a member of multiple comprehensive evaluation teams. In recent years, all employees of GCC have completed the Accreditation Basics training provided by ACCJC. (IV.B.4)

The CEO is an active participant at the college, local, community, national and international levels. She has served as VP of Guam Women's Chamber of Commerce, Board member of Guam Trades Academy, President of American Association of University Women, President Obama's Advisory Commission on Asian Americans and Pacific Islanders. She holds town hall meetings, sends annual reports to constituents, and hosts "meet the president" events. As evidenced by postings on the website and in GCC publications, the CEO attends government budget hearings, BOT meetings, as well as local, national, and international events. (IV.B.6)

Conclusion

The College meets Standard IV.B.

Standard IV.C: Governing Board

General Observations

Guam Community College's (GCC) Board of Trustees (BOT) ensures the educational quality, financial integrity, and the stability of the College. Board Policies (BP) and by-laws assure the quality, integrity and effectiveness of student learning programs and services. BP 110 establishes the guidelines for the review of policies, for selection and evaluation of the College CEO, and for the evaluation of the BOT and its effectiveness. The CEO has full responsibility and authority to administer board policies.

It was evident during the evaluation visit that BOT members are fully invested in GCC's success. Through numerous conversations, it became apparent to the team that the BOT fully embraces GCC's unique role as an institution of higher education as well as a beacon of hope for Guam as a whole.

Findings and Evidence

The BOT has responsibility and authority to set policy, ensuring the academic quality, integrity, and effectiveness of the student learning programs and services as well as the financial stability of the institution. The BOT is composed of seven members including a representative of organized labor, one from business and industry, and a student member. Five are official voting members and two are non-voting advisory members. The student trustee is elected by the student body to serve a one-year term. The responsibility of the BOT members is established in Article two, section five, of the BOT by-laws. (IV.C.1)

BOT members are nominated by the governor and confirmed by the legislature. No BOT members are owners of the College nor are they employed by the government of Guam. The BOT acknowledges and understands it is an independent, policy-making body that works with the CEO in anticipating fiscal and political issues that may affect the college. (IV.C.4)

BP 111, "Adoption of BOT Membership Handbook" and Board Policy 115, "Code of Trustee Ethics & Conduct" sets expectations for BOT meetings and trustee conduct, and board actions. BOT members are encouraged to respect individual opinions but to make decisions in the best interest of the educational direction of the college. All BOT members' information, policies, by-laws, and meeting minutes are publicly posted on the GCC website. The BOT Handbook is available for viewing at the Board Secretary's office. (IV.C.2, IV.C.6)

In case of vacancy, BP 455 "Selection of the President" provides the BOT with the authority and responsibility to appoint a screening committee tasked to hire a person for the position of CEO. The process was last utilized in 2007 to select Dr. Mary A.Y. Okada. An annual self-assessment is completed by the CEO and goals are presented to the BOT for approval. The BOT solicits input from various constituents as part of the evaluation. The last evaluation of the CEO was conducted in 2015; copies of the evaluation are placed on file in the Human Resources office. The CEO keeps the board apprised of new directions, financial issues, and changes that are necessary to maintain the overall viability of the institution. (IV.C.1, IV.C.3)

The BOT has ultimate responsibility to maintain the educational quality, financial integrity, and stability of GCC. In 2014, the BOT amended and adopted BP 306 “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees.” This policy ensures Instruction, Student Services, Administrative Services and the BOT are evaluated on a regular basis. As part of the process, all program reviews are on a two-year cycle. BOT members confirmed they regularly review the key indicators of success and learning. The Institutional Strategic Master Plan 2014-2020 and its progress is discussed on a regular basis with the BOT as evidenced in meeting minutes. (IV.C.8)

BP review is ongoing and follows a regular cycle based on the BOT Fiscal Year calendar. As noted earlier, BOT member information, policies, by-laws, and meeting minutes are publicly posted on the GCC website. As an example, updates from 2016 include: BP 100: Mission Statement; Policy 111: Adoption of BOT Membership Handbook; BP 135: Acting President; BP 145: Identity System Manual; BP 150: Media Relations; BP 155: GCC protocol Guide; BP 170: Campus Crime and Security; BP 175: GCC as a Tobacco Product, Electronic Cigarette, and Betel Nut-Free Campus. (IV.C.5, IV.C.7, IV.C.10)

BOT members are provided with the Board Handbook upon appointment and BP 120, “Orientation of New Board of Trustees Members,” establishes that new member orientation must occur within one month of appointment. The BOT has undergone training on numerous areas including conflict of interest and ethics, GCC governance, accreditation topics, and policy review. BOT members also attend conferences provided by the Association of Community College Trustees, GCC events, and other higher education summits. (IV.C.9)

BP 306 “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Services, and the Board of Trustees” guides the evaluation and assessment of BOT effectiveness. GCC utilizes two survey instruments to measure BOT effectiveness: the Board Self-Evaluation Questionnaire answered by all BOT members; and the Governing Board Assessment Questionnaire with responses collected from eleven non-BOT members. Data are summarized by the Office of Assessment, Institutional Effectiveness and Research into a report published as the BOT Assessment Report. Results are used to identify accomplishments and set goals for the next cycle, which is due this year. Assessment results indicate that the BOT functions effectively and meets the overall performance goals. However, there is a perception that the GCC community would like the BOT to be more visible at GCC events and activities. BOT members are fully invested in GCC and indicated their commitment to GCC and to the entire Guam community. (IV.C.10)

BP 115 “Code of Trustee Ethics & Conduct” clearly defines behavior and performance expectations. No BOT member is an employee of the Government of Guam nor do they have ownership or personal financial interest in GCC. BOT members are required by public law to complete a conflict of interest training upon appointment to assure interests are disclosed, and that they do not interfere with the impartiality and integrity required of a BOT member. Section nine of BP 115 delegates *authority to the President and staff to initiate policy recommendations, administer educational programs, conduct college business and implement board decisions.* (IV.C.11, IV.C.12)

The BOT is kept apprised about Accreditation, Eligibility Requirements, the Accreditation Standards, Commission policies and the accreditation processes through regular updates from the CEO and during BOT meetings. Two BOT members were appointed to the Standard IV Committee and confirmed their involvement in the preparation of the self-evaluation report. BOT members also attended accreditation-related trainings and completed the updated Accreditation Basics online course in spring 2017. (IV.C.13)

Conclusion

The College meets Standard IV.C.

Quality Focus Essay Feedback/Advice

Student success at Guam Community College (GCC) is defined as the timely completion of a student's program of study so that the student can join the workforce or transfer to a four-year institution. Thus, GCC identified two institutional action projects in the Quality Focus Essay (QFE): 1) GCC Middle College, and 2) Year-Round Education at GCC, to facilitate student success at the College. The Evaluation Team advises GCC to implement the initiatives identified in the QFE.

GCC Middle College

The team recognizes that this is a well-established project that will enable a selected cohort of students to complete a high school diploma and an associate degree at the same time. The two strategies that have contributed to the emergence of the GCC Middle College concept and have been successful for improving student completion. The CLYMER program and the *Chalani365* will fortify the implementation of the GCC Middle College project. It is unclear, however, how these two strategies will be integrated in this project. In addition, as stated, the Middle College concept is intended to bring together: the existing GCC-developed dual credit program (DCAPS); the secondary to postsecondary articulation agreements; and, the Adult High School program at the GCC campus. While the team believes that organizing these efforts will strengthen the GCC Middle College project, it is unclear if this project overlaps with the College's Dual Enrollment in the DEAL Program. This is an inspiring and necessary project to increase student success, but it also requires major communication and capacity building at all levels.

The team suggests the College consider preparing: a tentative framework before the proposed fall 2018 timeline and an implementation plan to share with all constituents that demonstrates how this project will work, how it "fits into" what constituents are supporting and doing; and, most importantly, how it will benefit students to help with sensitizing the Guam community-at-large (as proposed in fall 2017) and securing buy-in from the Guam Legislature (as proposed in June 2017). Additionally, the team asks GCC to further consider adding the following broad objectives (as stated in their YRE project) to strengthen its plan: (a) create a Middle College taskforce to address the issues outlined above; (b) conduct a series of small group discussion meetings across campus to hold informational meetings about Middle College and gauge campus perceptions; and (c) consolidate input from GCC stakeholders and develop a report to share campus wide.

GCC Year-Round Education (YRE)

The GCC Year-Round Education (YRE) project initiates Article XXVI, a formal agreement between the Board and the Local to discuss the feasibility of and/or process for implementing YRE to address student completion rates. To date, GCC has begun its process to start YRE, which has been approved by the Board. The College will begin planning meetings in the spring 2018. The team acknowledges GCC for compiling a reasonable and logical five-year timeline for this immense project.