

**GUAM COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
Monthly Meeting – Friday, December 15, 2023, 12:00 p.m.  
Rm. 112, Learning Resource Center (Library), Building 4000**

**AGENDA**

**I. CALL TO ORDER**

1. Roll Call
2. Recital of Mission Statement  
*Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.*

**II. APPROVAL OF MINUTES**

1. Monthly Meeting of November 14, 2023

**III. COMMUNICATIONS**

**IV. PUBLIC DISCUSSION**

**V. REPORTS**

1. *President's Report:*
  - Financial Status of the College
  - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
  - Student Trustee
  - Faculty Advisory Member
  - Support Staff Advisory Member
  - Board of Trustees Community Outreach Report

**VI. UNFINISHED BUSINESS**

1. Construction Projects Updates
  - Wellness Center
  - Building B
  - Workforce Development Center
  - Culinary Arts & Baking Center
  - Building 2000 Generator
2. Accreditation Updates

**VII.           NEW BUSINESS**

1. Resolution re Funding Authorization for Student Information System Software Upgrades
2. Approval of Five Year Distance Education Strategic Plan (DESP) 2023-2028
3. BOT Policy updates (Outstanding BOT Policies & Policy 306)
4. BOT Election 2024-2025
5. President's Travel Request (January-February 2024)

**VIII.           EXECUTIVE SESSION**

1.       Personnel Matters
2.       Labor Management Relations
3.       Legal Matters

**IX.             ADJOURNMENT**

**GUAM COMMUNITY COLLEGE**  
**Board of Trustees**  
**Monthly Meeting of November 14, 2023**

**Minutes**

**I. CALL TO ORDER.** The monthly meeting of the GCC Board of Trustees held on November 14, 2023, was called to order at 12:11 p.m., by Chairman Arriola in Room 112 located at the Guam Community College Learning Resource Center (Library) in Mangilao, Guam.

**1. Roll Call. Trustees Present:** Mr. Frank P. Arriola, Chairman; Mr. Carlo Leon Guerrero, Vice Chairperson; Mr. Richard P. Sablan, Treasurer; Ms. Rose P. Grino, Secretary. Schedule conflicts for Ms. Gina Y. Ramos, Member; Ms. Yolanda M. Padrones, Member; Mr. Kenly Magwili, Student Trustee.

**Others in attendance:** Dr. Mary A.Y. Okada, President; Dr. Virginia Tudela, Vice President, Academic Affairs Division; Ms. Pilar Williams, Dean, TPS; Ms. Apolline San Nicolas, Chief Human Resources Officer; Ms. Simone Bollinger, Faculty Advisory member.

**2. Recital of Mission Statement.** Board members recited the Mission Statement: Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

**II. APPROVAL OF MINUTES – October 18, 2023.**

**MOTION**

**IT WAS MOVED BY TRUSTEE CARLO M. LEON GUERRERO, AND SECONDED BY TRUSTEE ROSE P. GRINO, THAT THE BOARD APPROVES THE MEETING MINUTES OF OCTOBER 18, 2023, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

**III. COMMUNICATIONS.** None received

**IV. PUBLIC DISCUSSION.** No request.

**V. REPORTS**

**1. President's Report:** President Okada reported on the following:

**Financial Status:** The President provided the Board with a current financial status of the College as follows:

FY2024: As of year to date, the College has received a little over \$2 million for its appropriation. \$1.6 million from the General Fund; \$400,000.00 from MDF; and \$12,000.00 to support the WICHE PSEP scholarship program. This equates to 53% collected based on the appropriation schedule. The College continues to regularly receive allotment releases from Department of Administration.



**Capital Improvement Projects and other activities:** The following is a report from the President.

Other activities:

The President thanked the Chairman for the meeting with a representative from the food truck industry. This would help them to support increasing workforce development opportunities and also to support a possible apprenticeship. A follow up on this meeting will be made.

There is also discussion with representatives from the University of Hawaii looking for students in mechanical engineering to help support the Pearl Harbor Shipyard contract on Guam. For GCC, it would be students from the GCC Automotive program. Further discussions will take place when the representative returns to Guam in December 2023.

In discussions with the American Association of Community Colleges (AACC) and Snap-On Tools and the refurbishing/renovation of Buildings 600 and 500, which are Automotive and Construction, there are a couple of things the College is interested in doing. Guam in the past had a Snap-On Tools representative and there are a lot of Snap-On Tools on campus. The College will be seeking advice from this company for precision instruments and updated tools. Until a Guam representative is identified, the College would have to be in contact with a Florida representative for Snap-On Tools. There will be a follow up with this discussion in a couple of weeks.

The College completed its Fall Assembly on October 31, 2023, which provided a lot of training for all the employees. Subjects covered were insurance requirements; Title IX; Sexual Harassment; Diversity, Equity & Inclusion; FERPA; Drug and Alcohol Abuse Prevention; and Accreditation updates.

Scholarships were received from the Moylan family and the President thanked Chairman Arriola for helping facilitate this. Five students were awarded and some received \$2,000 scholarships with a couple of students receiving \$1,000.

Student Trustee Magwili received one of the largest scholarship awards from APIA Scholars. The College continues to encourage GCC students to apply for this as well.

One of the projects the College is currently working on is the Integrated Database System. The College is currently on the manage cloud-based services which will no longer be supported after a couple of years. The basic Ellucian contract is now converting to Software as a Service (SaaS), which already integrates cloud-based services but will be integrated into a new platform. The cost for the initial investment for this will be provided during the next Board meeting. Over time, this will become cheaper. The College is currently paying approximately \$800,000 for all the data-based services. The cost for the College to migrate will be \$1.2 million over a 2-year period but in the long term there will be a significant savings.



The current issues that the College is dealing with in IT is the multi-factor authentication that is specifically required for Financial Aid because of student access and the conversion of the College's IT platform to continue cloud-based services and avoid being de-supported. The President will check the financial component for the costs and provide this information to the Board.

**Ongoing CIP:**

There are several capital projects that are still ongoing such as the air-conditioning project. There are two components for this project such as the FEMA component for replacement of air-conditioning units due to Typhoon Mawar and the replacement of air-conditioning units that were down prior to this typhoon, which has already been awarded.

The other ongoing CIP projects are the construction projects that will be reported under Old Business.

**2. Monthly Activities Report.**

**Student Trustee:** Trustee Magwili was not in attendance.

**Faculty Advisory Member:** Ms. Simone Bollinger reported the following:

Ms. Bollinger explained she was not in attendance during the last meeting due to a 2-day working meeting with some of the GCC partners with the CHamoru program. The result of this was a Resolution placed before the Guam Legislature to support more medium education. The Guam Legislature then requested for a plan. The two days was then spent putting together this plan. There are different organizations that put this plan together and anticipate getting approval and funding from the Legislature.

On October 31, 2023, after the College Assembly, the Union also conducted a training on the Agreement.

A series of professional development workshops is scheduled on Friday, November 17, 2023, under the Professional Development Initiatives Committee (PDIC) for faculty members.

On Thurs., November 9, 2023, the Assessment and Counseling department hosted a "Family Road Map to College and Career Night." Different departments and faculty members presented. This was well represented by a lot of faculty.

The Finattan Nina'Fitme program held a showcase on Wednesday, November 8, 2023 in the MPA. There are 4 cohorts of CHamoru teachers that are funded by an ANA grant through the Kumision who all had different classrooms for their showcase. Students from Chief Hurao, the P.C. Lujan Elementary School Faneyakan Sinipok program, and St. Francis Catholic school were invited. The showcase consisted of everything in CHamoru such as carnival games; teaching history through performing arts; 2-person poetry; reading corners and other interactive activities with students and teachers also speaking in CHamoru. There was a lot of feedback from the teachers. A lot of the GCC Administrators also attended.

**Staff Advisory Member:** Mr. Kenneth Bautista was not in attendance.

**Board of Trustees Community Outreach Report:**

Trustee Grino attended the Finattan Nina'Fitme program showcase on Wednesday, November 8, 2023 in the MPA. Trustee Grino mentioned she enjoyed being at this event and that it was a fun and learning experience especially with young children speaking in CHamoru. Trustee Grino recommended this as a yearly event.

Trustee Grino also mentioned that she wanted to share that the Guam Nurses Association is very thankful for the GCC IT students, who are partnering to help rebuild the Guam Nurses Association website. That this is an ongoing project and the Guam Nurses Association is very excited and look forward to the end product.

Trustee Grino announced she will be attending a "Road Map to End Leprosy in Guam" workshop tomorrow, November 15, 2023.

**VI. UNFINISHED BUSINESS**

**1. Construction Projects Updates.** President Okada reported on the following:

Wellness Center.

The application with USDA is moving forward. As last reported, Dr. Julie Ulloa-Heath is taking on the lead on this project and will be meeting with USDA to review all the documents prior to the official submission. The College is pending a loan denial for credit letter.

Building B.

To date, this project is almost 55% complete. The concrete pouring and curing are ongoing and the air conditioners were delivered.

Workforce Development Center (Barrigada property).

As of last week, this project is now out to bid. At this time, the Chairman expressed his appreciation to the team for having the bid issued.

Culinary Arts & Baking Center.

As last reported, there are some issues with the roof. The College is now working with the architect because the roof might need to be replaced and will be issuing a change order. There is currently demolition work being done in terms of the concrete walls, doors, electrical panel, plumbing, excavation and installation of sewer lines and pipes.

Generator for Building 2000.

The housing for this generator is currently at 80% complete. There was a change order that was recently issued due to an excavation being done and the contractor hit a water pipe.

**2. Accreditation Updates.** The President provided the following accreditation update: Accreditation was presented during the College Assembly on October 31, 2023.

A letter was received from the Accrediting Commission for Community and Junior Colleges (ACCJC) that has identified the Chair and Vice Chair for the Peer Review Team to visit



GCC. They are Dr. Sunita Cooke, Superintendent/President of MiraCosta College, as the Chair of the Peer Review Team, and Dr. Lisa Cardoza, President of American River College, as the Vice Chair.

The College deadline to complete the Institutional Self-Evaluation Report (ISER) is August 1, 2024. The Team ISER Review by the Chair, Vice Chair and their team will be in October 2024, and the onsite visit will be March 3, 2025.

During the College Assembly on Oct. 31<sup>st</sup> the Standards Committee members were all introduced and each committee provided an update on all the progress of their assigned standards. Everybody was engaged in breakout sessions in the afternoon with an explanation by the committee members as to what the standards are and how to engage faculty, staff and administrators in providing information to support how the College meets or exceeds the accreditation standards. This was also an opportunity for everyone to provide input and maybe additional evidence to the committee members.

The Institution Set Standards were provided by Ms. Cathy Solidum, Assistant Director for AIER.

Although secondary faculty were unable to attend this College Assembly, a recording was made. An announcement will be made later today to give them an opportunity to review the recording which consists of all the required trainings for insurance, FERPA, Sexual Harassment and other matters discussed during the College Assembly.

The first draft from the Standards Committee is due this Friday, November 17, 2023. Dr. Gina Tudela and Dean Pilar Williams will review all the drafts and provide feedback to include faculty members when they return in January 2024.

The President mentioned that she also attended a breakout session regarding finance. That there is a lot of information and encouraged everyone in the room that their findings should be to review for accuracy and provide any data to support the Standards. That this College Assembly was an opportunity for everyone to participate in terms of telling the story of the institution as to where we are, what we need to do to move forward and identifying areas of gaps that has already been pre-identified that will help with institutional improvement, which is part of the process for accreditation.

The President also mentioned that if there are areas of interest that the Board has and are unable to attend the Standards Committee for Governance and Decision-Making on Fridays, a recording could be made. The Board can then review the recording and present any questions they may have. This would be an opportunity for the Board to contribute and be engaged in the Accreditation process.

## **VII. NEW BUSINESS.**

**1. BOT Travel Request.** During the last Board meeting, the travel for the 2023 APAFS conference in Manila, Philippines, November-December 2023 was recommended as well as the travel for the American Association of Community Colleges (AACCC) Workforce



Development Institute on January 23-26 2024, in New Orleans, Louisiana. The following motion was then made:

**MOTION**

**IT WAS MOVED BY TRUSTEE ROSE P. GRINO, SECONDED BY TRUSTEE RICHARD P. SABLAN THAT THE BOARD TRAVELS FOR THE 2023 APAFS CONFERENCE IN MANILA, PHILIPPINES, NOVEMBER-DECEMBER 2023; AND THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES (AACC) WORKFORCE DEVELOPMENT INSTITUTE, JANUARY 23-26 2024, IN NEW ORLEANS, LOUISIANA, BE APPROVED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

2. **President's Travel Request (December 2023).** There is one travel regarding PREL, December 7-8, 2023, in Honolulu, Hawaii, and to be reimbursed by PREL.

**MOTION**

**IT WAS MOVED BY TRUSTEE RICHARD P. SABLAN, SECONDED BY TRUSTEE ROSE P. GRINO, THAT THE PRESIDENT'S TRAVEL FOR DECEMBER 2023, BE APPROVED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

At this time a motion was made as follow:

**MOTION**

**IT WAS MOVED BY TRUSTEE ROSE P. GRINO, SECONDED BY TRUSTEE RICHARD P. SABLAN, THAT THE MEETING CONVENE INTO EXECUTIVE SESSION. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

At 12:49 p.m., the meeting convened into Executive Session.

**VIII. EXECUTIVE SESSION**

1. **Personnel Matters**
2. **Labor Management Relations**
3. **Legal Matters**

At this time following motion was then made:

**MOTION**

**IT WAS MOVED BY TRUSTEE ROSE P. GRINO, SECONDED BY TRUSTEE CARLO M. LEON GUERRERO, THAT THE MEETING RECONVENE INTO OPEN SESSION. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

At 1:20 p.m., the meeting reconvened into Open Session.

A motion was then made to accept the President's Report, as follows:

**MOTION**

**IT WAS MOVED BY TRUSTEE RICHARD P. SABLAN, SECONDED BY TRUSTEE ROSE P. GRINO, THAT THE PRESIDENT'S REPORT BE ACCEPTED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

At this time, on behalf of the Board, the Chairman thanked Dr. Mary Okada for her continued hard work and to extend to the GCC Team and everyone at the College that the Board are happy with all the reports they received on Accreditation. The Board asked for everyone to continue to work together and to inform the Board of how they can be of further support.

**IX. ADJOURNMENT.** A motion was made to adjourn the meeting, as follows:

**MOTION**

**IT WAS MOVED BY TRUSTEE CARLO LEON GUERRERO, SECONDED BY TRUSTEE ROSE P. GRINO, THAT THE MEETING OF NOVEMBER 14, 2023, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)**

There being no further discussion, the meeting of November 14, 2023, adjourned at 1:21p.m.

**SUBMITTED BY:**

  
BERTHA M. GUERRERO  
Recording Secretary

**ATTESTED BY:**

  
ROSE P. GRINO  
Secretary

**APPROVED BY:**

  
CARLO M. LEON GUERRERO  
Vice Chairperson



**GUAM COMMUNITY COLLEGE  
Board of Trustees  
Resolution 15-2023**

**REQUEST FOR ADDITIONAL APPROPRIATION  
FOR THE STUDENT INFORMATION SYSTEM'S SOFTWARE UPGRADES**

**WHEREAS**, the Guam Community College ("GCC") is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia; and

**WHEREAS**, the College believes that any improvements and expansion of its programs are important for the growth and continued support of academic and career technical programs at GCC for our island and the region; and

**WHEREAS**, GCC Policy 212 and Title 17 Guam Code Annotated §31112, authorizes the Board of Trustees to collect and manage certain non-appropriated funds from sources such as tuition, fees, and other College-generated sources; and

**WHEREAS**, GCC needs to continue to increase enrollment, retention, and program graduation rates by improving academic quality, student learning outcomes and the quality of learning resource materials and facilities, including information technology; and

**WHEREAS**, the current platform for our Integrated Database System requires the replacement of Ellucian Mobile, Luminis, Data Analytics, and Evisions Argos as they will no longer be supported in the upcoming year; and

**WHEREAS**, the current system would require the replacement to Ellucian Experience, Insights, and the Intelligent Learning Platform as the new software so that the College's current system can be migrated and be supported; and

**WHEREAS**, the College would require the funding for the replacement software to be upgraded to a new platform to ensure the continued support for the College's Management Information System; and

**WHEREAS**, funding for the new software and the cost of implementation for the remainder of the fiscal year is \$219,922.00 over a three-year period; and

**WHEREAS**, in order to move forward with this project, the College requests an appropriation from the College's non-appropriated funds.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees appropriates the sum of \$219,922.00 from College's non-appropriated funds for the investment of the software; and



**Page 2: GCC Board of Trustees Resolution 15-2023 - Funding Request for Additional Appropriation for the Student Information System's Software Upgrades**

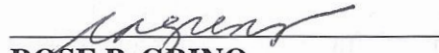
**BE IT FURTHER RESOLVED**, that the GCC BOT authorizes the President to proceed with this project and ensure the continued support of its Information Technology systems so as not to disrupt the College's process with its daily technological operations.

**ADOPTED** the 15<sup>th</sup> day of December 2023.



**CARLO M. LEON GUERRERO**  
Vice Chairperson

**ATTESTED BY:**



**ROSE P. GRINO**  
Secretary



**Five Year  
Distance Education  
Strategic Plan  
2023-2028**

**ADOPTED DECEMBER 15, 2023  
BOARD OF TRUSTEES MEETING**

## Introduction

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The Mission of Guam Community College: Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

To further this mission, Guam Community College (GCC) has been and will continue providing Distance Education (DE) to its students. Distance Education remains a vehicle through which the College can help students in Guam with the attainment of their academic goals.

This five-year Distance Education Strategic Plan (DESP) is an update of the previous 2015-2020 DESP and it is based on GCC's continuous assessment of its distance education efforts. This update will be used as the guiding document for GCC during the next five years.

The impact of rapid change in educational technologies and the virtualization of the classroom setting, necessitated by the COVID-19 pandemic reaching Guam in early 2020, made it more critical to increase the need for online deployment of courses as well as implementation of various remote student support services. This strategic plan takes into consideration the various factors that impact DE, such as academic planning and technology services that enable the promotion of growth, effectiveness, and efficiency of DE.

The DESP enables the College to identify resources needed to support students, faculty and staff through its continuous institutional assessment process. Student, faculty, and staff readiness for DE will be assessed, with measures put in place to address any gaps. In this strategic plan, all mention of staff includes administrative, operational, and technical staff.

The College has been following an incremental implementation of a broad range of DE courses in two distinct categories, as defined in DE Policy 340:

1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% are held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to be physically on campus.

GCC realizes the opportunity DE affords students seeking flexible learning options. Many seek and select online courses at GCC due to the convenience of taking courses on a flexible schedule. Fully online or even hybrid courses will reduce the burden on current institutional physical infrastructure, such as parking and computer labs, yet still provide GCC students with access to courses. Implementation of sustainable DE offerings has the benefit of curbing attrition, with a consequent increase in retention, persistence and completion. Furthermore, a thorough review of business processes and incorporation of additional automation will strengthen student records management, improve student experiences and enhance data acquisition. In order to establish a viable and sustainable Distance Education offering at the College, GCC established the Technology Working Group (TWG) that will support DE through assistance in advising the college's academic technology needs as part of its tasks. Additionally, in April 2021, the College hired an Instructional Designer to support its DE efforts. The



instructional designer reports to the Dean of the school of Technology and Student Services and works collaboratively with administrative and faculty leadership teams to provide training and coaching in the design, development, implementation, and evaluation of web enhanced, hybrid, and online course delivery methodologies.

DE at Guam Community College supports the Institutional Strategic Master Plan (ISMP) 2020-2026. Specific DE goals to align with the institutional direction are presented in the next section. To attain these goals, exceptional effort will be made to address current students' needs and improve faculty and staff engagement and access to efficient and effective tools. Excellence in online degree programs will attract new students, while excellence in support services will support high levels of student retention.

In order to comply with federal and local regulations governing the quality of Distance Education, GCC considers the following factors:

- Library services for distance learners.
- Ensuring learner integrity and authenticity.
- Appropriate support services for distance learners/learning and teachers/teaching.
- Adequate technology resources and sufficient automation.
- Technology training for faculty, staff, and students.
- Remote (online, virtual, telephone, email, etc.) support services for both students and faculty.
- Mechanisms for evaluating DE course offerings.

The College will comply with ACCJC and federal regulation 34 C.F.R. §600.2 that defines the expectations of regular and substantive interaction (RSI) required in Distance Education. Compliance with this regulation involves completing the RSI activities required of DE. RSI between a student and an instructor will occur through engaging in at least two of the following five activities in their DE Courses:

- i. Providing direct instruction;
- ii. Assessing or providing feedback on a student's coursework;
- iii. Providing information or responding to questions about the content of a course or competency;
- iv. Facilitating a group discussion regarding the content of a course or competency; or
- v. Other instructional activities approved by the College or program's accrediting agency.

GCC complies with federal and local regulations by investigating, selecting and providing resources necessary for the delivery of Distance Education. These include sustainable investment in a course management system and third-party tools that support distance education. GCC will continue to assess its DE program to ensure that online courses meet academic quality and integrity, as well as engage distance learners in addressing course outcomes.

## DE Alignment of GCC Institutional Strategic Master Plan (ISMP)

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As the College strengthens Distance Education, the alignment of DE goals with institutional priorities remains essential and closely follows the 2020-2026 ISMP's five (5) goals of: 1) Advancing Workforce Development and Training; 2) Fostering 100% Student-Centered Success; 3) Leveraging Transformational Engagement and Governance; 4) Optimizing Resources; and 5) Modernizing and Expanding Infrastructure and Technology. As part of the update and alignment of this strategic plan with the ISMP, analysis of primary and secondary data on the DE initiative on campus, as gathered in a FY 2017 summative report within the FA 2017 semester, was compared with more recent data from the period of Fall 2017 to when the COVID-19 pandemic necessitated going online starting from mid-SP2020 (March 2020) to SP2021 semesters. The results of the analysis depicted a significant shift in the demand for DE.

In comparison to the FY 2017 summative report, a recent report received from the Assessment, Institutional Effectiveness and Research (AIER) Office provides a narrative of the GCC's DE transformation, through data analysis, between FA2017 to SP2023. See Appendix 5.

Based on the DE efforts and activities experienced between 2015 through the first semester of 2023, the insights gained from the five-year DE implementation and its assessment have equipped the College to strengthen its adherence to accreditation standards. The following established goals during this period closely aligns with objectives outlined in the 2015-2020 DESP and the goals of the ISMP.

### **Institutional Goal 1: Fostering 100% Student-Centered Success**

**Purpose:** Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce. Aligned with the ISMP goal of Fostering 100% Student-Centered Success.

Excellence in teaching will be achieved by providing a rigorous professional development program. All engaged faculty members will be provided the opportunity to participate in a professional development program focused on best practices that encompasses skills, knowledge and pedagogy for online learning in an ever-changing digital age. Online courses will meet the institutional requirements for certification of excellence as a result of participation in an internal review process. Courses that attain approval will serve as models for the development and continuous improvement of all Guam Community College online courses.

The responsibility to develop a professional development program and all institutional requirements for certification related to distance education will be folded into the Comprehensive Professional Development Plan (CPDP) of the College. To meet the challenge of an anytime/anyplace educational model, the College will expand delivery options to include virtual collaborations, mobile technologies, digital learning modules and e-textbooks.

Distance Education will support the institutional goal of increasing retention and completion by pursuing the following goals:

**DE Goal 1.1:** Provide a full range of online student services for both on-campus and off-campus students

**DE Goal 1.2:** Provide the organizational structure that will support active student advising and career counseling

**DE Goal 1.3:** Development of online courses that will meet current industry needs

## **Institutional Goal 2: Optimizing Resources and Modernizing and Expanding Infrastructure and Technology**

**Purpose:** Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success. Aligned with the ISMP goals of Optimizing Resources and Modernizing and Expanding Infrastructure and Technology.

Excellence in teaching in traditional classrooms will be achieved by providing faculty with technology tools within the classroom that will enhance the learning experience through innovative use of communication, collaboration, and presentation tools. Additionally, instructional technologies that are discipline-specific will be available in designated classrooms and student computer labs. The reliance on innovative technologies requires that rapid technology support is provided to resolve technical issues.

Excellence in the provision of an environment conducive to learning will be accomplished by pursuing the following goals:

**DE Goal 2.1:** Work with MIS and Technology Working Group to provide faculty with innovative tools, internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

**DE Goal 2.2:** Provide a Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (online or Face-to-Face).

**DE Goal 2.3:** Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

**DE Goal 2.4:** Apply institutional standards and best practices that will serve as online course development models.

**DE Goal 2.5:** Increase the use of digital material in all courses including no cost and low-cost solutions

**DE Goal 2.6:** Provide MIS technical staff a systematic and ongoing professional development program that will include DE-specific technical training to support DE students, faculty, and staff.



### **Institutional Goal 3: Leveraging Transformational Engagement, Advancing Workforce Development and Training**

**Purpose:** Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability. Aligned with ISMP goals of Leveraging Transformational Engagement and Advancing Workforce Development and Training.

Excellence in technology support will be provided by the combined efforts of the Instructional Designer and the MIS departments with collaboration from the Technology Working Group (formerly the College Technology Committee). This will include support for classroom technologies, online teaching and learning, in addition to administrative functions and services for all students, faculty, and staff supporting distance education. Faculty, staff, and students must be proficient in the technologies that support their learning. Training will be provided for a full range of administrative and productivity applications. The growth of online learning requires a full range of student support services available to students that may not have access to the campus. Excellence in student services will be provided utilizing available technology support services that will improve the process for online course enrollments, advising, library access, tutoring services, and access to eBooks from the bookstore.

Creating a culture of improvement and accountability will be accomplished by pursuing the following DE goals:

**DE Goal 3.1:** Provide Distance Education courses with technical reliability and support.

**DE Goal 3.2:** Establish a separate DE office that provides leadership and oversight through effective policies and procedures for DE.

**DE Goal 3.3:** Provide the DE office and other technical and support staff and administrators with training, services, and tools needed to facilitate and make DE courses an effective and efficient means of learning.

**DE Goal 3.4:** Provide training for faculty, staff and administrators on the use of administrative and productivity technologies and applications.

**DE Goal 3.5:** Evaluate effectiveness of services provided to DE students and faculty.

### **Institutional Goal 4: Guam Community College will institute measures to increase visibility and global engagement**

**Purpose:** Promote the Guam Community College brand to achieve regional, national, and international recognition.

Expansion of the GCC institutional brand within Guam, throughout Micronesia, and internationally will be coordinated by the Office of Communications and Promotions. The development of appropriate distance education marketing materials and active marketing strategies will be supported by the individual program departments. Furthermore, GCC already has a strong partnership with local industry leaders and this will continue to be an advantage

when rolling out distance education marketing campaigns for programs that target working populations seeking to improve their job prospects. Of keen interest to the College is an ability to engage the adult education population, and a concerted marketing effort is needed to not only reach this demographic, but also to relay to them the value of a distance education program.

**DE Goal 4.1:** Provide a structured marketing and communication plan for distance education courses and programs.

### Comparing Resource Needs for GCC Courses Types

As the College assesses its DE program, it is important to look at functions/services that are deemed essential for the course type being offered. The chart below provides a list of services that will enable efficient course delivery and student and faculty support services. The selected options give a general view of service needs for each type of DE program. Some services may be optional for a given course type and are noted as being possible depending on the course and instructor teaching the given section.

Service	Web-Enabled	Hybrid	Fully Online
LMS	Possible	✓	✓
Faculty training	✓	✓	✓
Student training	Possible	✓	✓
AT support	✓	✓	✓
MIS support	✓	✓	✓
Advising /Counseling Services	✓	✓	✓
Tutoring Services	✓	✓	✓
Health Services	✓	✓	Possible
Tutoring	✓	✓	✓
Placement testing	✓	✓	✓
Proctoring Services	✓	Possible	✓
Software acquisition	✓	✓	✓
ADA compliance	✓	✓	✓
Lecture capture services	Possible	Possible	✓
Student ID services	✓	✓	✓
Onsite parking	✓	✓	Possible
Onsite wireless utility	✓	✓	Possible
Remote Library support (24-7 library access)	Possible	✓	✓
Physical Classroom Utility	✓	✓	✓
Online course evaluation	Possible	✓	✓
Onsite computer lab utility	✓	✓	✓
Helpdesk support	Possible	✓	✓
Remote bookstore support	Possible	✓	✓

Virtual student authentication	Possible	✓	✓
Helpdesk	Possible	✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)	Possible	Possible	✓

Since the implementation of the 2015-2020 DESP some programs, services, and activities were streamlined and improved. Many of the above service areas also followed similar remote and online approaches, but are not detailed below.

### *Student Support Services (SSS)*

The GCC Student Support Services Office (SSS) is committed to fully serving the college community. SSS ensures the continuous processing of both student and employee IDs each semester. This process integrates their photos and information into the GCC database and syncs into the Learning Management Systems (LMS). This plays a pivotal role in student verification and authentication, enhancing the security and reliability of student identification, particularly in the online environment. Information on services is being made available via announcements on the MyGCC website. Students are provided with contact information for appropriate personnel, if their needs cannot be directly addressed by SSS, whether onsite or online.

### *Learning Resource Center (LRC)*

The Learning Resource Center librarians administer and maintain the online resources for student and faculty use. The online resources such as the SirsiDynix and EBSCO databases help support instruction and are checked to ensure availability and proper functioning of the high-quality digital resources. Individual student guidance and instruction is being provided in searching for and using resources such as eBooks and ePeriodicals to help with reference questions, research papers, and other academic and reading needs. Services are being offered for reference, research and technical support via in-person, phone, email, or Google Meet. Operating hours are Monday to Thursday from 8:00 am to 8:00 pm, Friday from 8:00am to 4:00pm, and Saturday from 9:00am to noon.

Faculty assistance with planning and using online resources in their classes is provided on an appointment basis and delivered via in-person, phone call, email, or Google Meet. This includes assistance with EBSCO ePeriodicals and eBook databases, Boolean searches, and presentations about formulating searches and retrieving results from the databases.

### *Tutoring*

Reach for College provides free tutoring & academic support. Tutoring services is provided via in-person, Google classroom and Google Meet; every tutor is assigned to a specific Google classroom based on their subject expertise. Students requiring tutoring services are referred to a specific tutor based on the subject. The service is offered daily, Monday through Friday from 8:00am to 5:00pm. Students may sign up electronically or call the Reach for College office for face-to-face tutoring or online virtual tutoring.

*Counseling*

Services for counseling are accessed through various entry points on the GCC public website. Counseling services may be requested through the Student Life header. Under the Student Life header is the counseling main page which contains information on the counseling team and contact information as well as information on the services provided such as pre-enrollment counseling, academic advisement, and career counseling.

Announcements are made on MyGCC to inform the College community of counseling services and how students may avail of services. Counseling services are provided either by phone call or through a virtual meeting via ZOOM or Google Meet. If students prefer to communicate via email only, that option is provided as well. Face-to-face services are also provided, with walk-ins welcome or by appointment. Virtual and Walk-in counseling services are available Monday to Friday from 8:00 am to 3:00 pm.

*Office of Accommodative Services (OAS)*

OAS provides services in-person or remotely to GCC students with disabilities. Contact with students occurs via face to face, email, phone, and virtual meetings. OAS provides academic support, emotional and informational support to the students served. OAS provides remote assistance to help register students online and clarify questions regarding course requirements. OAS has access to Banner and is able to help students identify issues related to courses and assist with health clearances.

OAS provides academic adjustments/accommodations remotely to students for equal access to their courses. Accommodations information and requirements are emailed to students and their instructors. OAS provides clarification for the accommodations via phone calls, email, or virtual meetings with students and instructors. OAS is able to provide remote assistance with submitting Withdrawals and Incompletes. OAS also facilitates online discussions between faculty and students with regards to academic progress.

Should a situation require it, OAS is able to assist students to switch from one course to another to better fit their supports and resources. Accommodative Services works with faculty and students to develop alternative ways to take tests, complete assignments, and submit projects, given limited access to resources and the internet. Our office provides services for proctoring tests online in accordance with the accommodations. OAS researches best practices and forwards information to faculty to use with their students concerning online access.

Monthly electronic student progress reports are received from faculty. Based on the information on the reports, OAS follows up with students to determine what issues they may be facing and what support may be needed.



### *Student Orientation*

Student Orientation provides new students with information about services, resources, and opportunities available to them to support their academic and career goals. Title IX training is included as part of the Student Orientation program. Orientations provide students with an opportunity to engage with their peers and meet representatives from various GCC departments and offices. An overview of Moodle is also provided during orientation. For students who are unable to attend orientations in person, a recording is made available online.

### *Health Services Center*

The GCC Health Services Center (HSC) remains committed to fully serving the College community and providing information on available services and procedures for student clearances. Updates are shared via announcements on the official GCC website.

### *Management Information System (MIS), Student Portal, Online Resources, and Technology*

The College has deployed the Ellucian Banner System, MyGCC student and employee portal, Degree Works degree audit system, Moodle LMS, Gmail, Google Suite for Education, the [www.guamcc.edu](http://www.guamcc.edu) website, and MS Office 365 for Education, along with other systems in the cloud.

The College's online technology infrastructure provides students and instructors online self-service options, including the application for admission, course registration, course scheduling, transcript processing, student assessments, and direct or indirect, synchronous and asynchronous communication tools. The Ellucian Banner system is also utilized for operational functions in HR, payroll, finance, financial aid, student, academic history, attendance tracking, and course catalog, to name a few.

A College-issued MyGCC student account and password are given to each active student upon admission to the College. The MyGCC account provides students access to the MyGCC portal, which also provides single sign-on (SSO) access to the College's Moodle LMS, the Google Suite for Education, authorized online access to MS Office 365 for Education, and to the official student email account. The MyGCC portal is a role-based portal giving students, faculty, staff, and administrators secured access to role-specific information maintained by the College.

Additional functionality was added to the MyGCC system for faculty to utilize in recording student course attendance and in supporting the student authentication requirements in online courses. This involves using a feature in Banner, where student photos can be stored in the system. Student photos are linked to class rosters, which enable faculty to visually verify student identity at different points throughout the semester (start of the semester, midway through the semester, and towards the end of the semester).

The College provides a laptop loaner program for students in need. The loaned laptops are configured with a built-in web camera and microphone.

The campus network is linked to the Internet via five fiber optic line connections from three separate providers that are required to carry the full bandwidth load of one or more providers, should there be an extended outage from any ISP. Wi-Fi systems are also installed throughout the campus. Internet bandwidth is monitored and assessed periodically to ensure optimal level of performance.

## Course Development and Faculty Training

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A series of LMS training and various face-to-face and virtual courses on online teaching and course development have been and continue to be offered. Both full-time and adjunct instructional faculty, as well as administrators and non-teaching faculty, went through one or more types of DE-related training. Due to the COVID-19 pandemic and the abrupt transition to online teaching and learning faculty were provided training on the College's Moodle LMS, Google Classroom, Office 365 for Education, and online teaching pedagogy. Self-paced tutorials and recorded training sessions on most of these resources were made available online to faculty. Additionally, as of December 2023, at least 29 faculty members were confirmed to have one or more formal certifications. Some of the credentials received include:

- Quality Matters – Teaching Online Certificate
- Certificate for Online Adjunct Teaching (COAT),
- Online Learning Consortium – Online Teaching Certificate,
- Online Learning Consortium - Online Teaching with a specialization in Online Design
- Online Learning Consortium - Online Teaching with a specialization in Online Management

Faculty also participated in the following training:

- Assessing Your Learners (AYL),
- Connecting Learning Theories to Your Teaching Strategies (CLTTS)
- Creating Presence in Your Online Course (CPOC)
- Designing Your Blended Course (DYBC)
- Evaluating Your Course Design (EYCD)
- Exploring Your Institution's Policies (EYIP)
- Gauging Your Technology Skills (GYTS)
- Orienting Your Online Learners (OYOL)

The College recognizes the importance of continuous Learning Management System (LMS) training for faculty, particularly those teaching fully online or hybrid courses. Faculty members are strongly encouraged to proactively plan for training, recognizing that the process of training and certification in Learning Management System (LMS) use, online pedagogy, and course development can span a period of 8 to 12 months. In support of this initiative, GCC offers training to equip faculty with the necessary skills. Additionally, faculty have the option to explore training opportunities provided by external organizations such as Quality Matters or the Online Learning Consortium, and Moodle Academy for LMS training allowing for a diverse range of professional development pathways. This comprehensive approach ensures that faculty are well-prepared to deliver effective online instruction and contribute to the success of online learning initiatives at GCC.

Web-enhanced (aka blended learning) classes using GCC's Moodle LMS will be utilized as a refresher training for existing faculty, and as a method to also introduce new faculty to DE tools while still working in a familiar class environment. Faculty will continue to be provided with additional LMS training, as offered or on-demand, to learn how to use new enhanced features as they become available. Faculty will be given opportunities to explore new online teaching

resources and utilize them to improve or increase capabilities in their classes. Moodle LMS, with eThink OpenLMS as the 3<sup>rd</sup> party Moodle house hosting company, was chosen due to its integration features with GCC's Enterprise Resource Planning (ERP) system, Banner Student module (Student Information System) by Ellucian.

### Strategic Plan Objectives Items – Aligned with DE Strategic Goals

#### DE Goal 1.1: Provide a full range of student services online for both on-campus and off-campus students

Objective	Area of Focus	Description
1.1a	<b>Virtual Student Support - Orientation Training Module</b>	Online students will be provided access to an Orientation training module to prepare students entering the distance education modality. Orientation will cover accessing the LMS, responsibilities of an online learner, technology requirements and competency, LMS basics, tips on being a successful online learner, institution policies, and available institution resources (tutoring, library, computer labs, financial aid, accessibility and accommodation, etc.).
1.1b	<b>Faculty and Staff Awareness program</b>	As the enrollment in GCC online courses/programs grow, the need for staff and faculty understanding of the importance of support activities for students outside the local region will consequently increase. The development of the virtual processes requires staff and faculty member support.
1.1c	<b>Develop support services for faculty and students in the full range of DE courses</b>	Students may be enrolled in fully online, Hybrid or Web-enabled courses and they will have varied needs based on the type of course they are engaged in. It is the goal of the College to provide a full repertoire of services to support both faculty and students. <i>(See above chart on Resources aligned to GCC courses types)</i>
1.1d	<b>Library Services</b>	Provide support and enhance library services as additional courses are offered. Learning support services include, but is not limited to, library collections, computer labs, educational support resources, and ongoing instruction for library users.
1.1e	<b>Accommodative Services</b>	Provide support and ancillary services when possible to support online students. By providing digital accessibility in our digital content, platforms, and instructional materials, we affirm our dedication to providing an inclusive educational environment that values and accommodates the diverse needs and abilities of every learner.

**DE Goal 1.2: Provide the organizational structure that will support active student advising and career counseling**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>1.2a</b>	<b>Career Counseling and Advisor Support</b>	Maintain and strengthen resources that support accessible virtual advising for students seeking academic/career counseling or for advisors reaching out to assist students through online services.
<b>1.2b</b>	<b>Advisor training</b>	Implement an DE advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks.

**DE Goal 1.3: Development of online courses that will meet current industry needs**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>1.3a</b>	<b>New Online Program Market Analysis</b>	Facilitate an online program market analysis for determination of appropriate online program development. Commission a market analysis for determination of appropriate online program development. This analysis is a prerequisite for understanding long-term opportunities for expansion in the higher education market space as well as meeting general education requirement in a full DE Program.
<b>1.3b</b>	<b>Hybrid Program Development</b>	Increase number of hybrid courses offered at the College. A hybrid course offers 50% of the course instruction remotely, and 50% on campus. This initiative will enable more students to experience online course delivery but also provide faculty an opportunity to provide instruction remotely, where appropriate. Furthermore, scheduling of courses that require scarce lab resources would be supported by utilizing a hybrid model.
<b>1.3c</b>	<b>Web-Enhanced Courses</b>	Increase the use of web-enabled technologies in onsite courses in all GCC programs. This initiative will enable faculty to utilize various technologies to support their pedagogy, but also provide students with an opportunity to experience varied learning structures. Some faculty who develop Web-Enhanced courses, may in the future, consider developing hybrid or even fully online courses, if a need arises for this type of delivery and as long as GCC is in accordance to ACCJC requirement of no more than 50% of all courses in a program as online.



<b>1.3d</b>	<b>Student Course Evaluations and Retention Survey Mechanisms</b>	Review current student course evaluation mechanisms and surveys to enable data driven decisions about course and program effectiveness.
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**DE Goal 2.1: Work with MIS and Technology Working Group to provide faculty with innovative tools, internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>2.1a</b>	<b>Learning Management System (LMS)</b>	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. The College will conduct a formal review of the current LMS to determine if the Moodle LMS will support GCC's commitment to faculty and student support in addition to future increases in DE student enrollment. As part of this review, the College will determine if the current LMS service is to be continued, switched to a third-party hosting vendor, or if another LMS would be more appropriate.
<b>2.1b</b>	<b>Video Streaming</b>	The College should plan and develop a long-term web-conferencing strategy and solution, then make it available in a consistent manner across all web-enhanced, hybrid, and online courses.
<b>2.1c</b>	<b>Funding Allocation and Grant Support for DE at GCC</b>	GCC has strong fiscal responsibility and compliance in grant management. The College should seek grant funding to support the College's DE initiative. Funding allocations will follow the institutional budgeting process.
<b>2.1d</b>	<b>Special Technology Innovation Support</b>	Develop a formal approval process for innovative technology projects in DE courses. This process aims to create a dynamic environment fostering faculty innovation, support and implementing successful academic technology solutions found to improve and enhance DE courses through assessment findings and industry requirements.
<b>2.1e</b>	<b>Mobile Learning Initiative</b>	Develop plans for a formal initiative on the development of a mobile learning strategy.
<b>2.1f</b>	<b>Classroom Technology Training</b>	Provide tools and training on the use and support of classroom technology.

<b>2.1g</b>	<b>Classroom Technology Inventory</b>	Review the current inventory of classroom technology and all available utilization data.
<b>2.1h</b>	<b>Classroom Technology Upgrades</b>	Review processes and procedures for identifying, evaluating, and determining the acquisition and replacement of classroom technology.
<b>2.1i</b>	<b>Wireless Access to Support Mobile Learning</b>	Review wireless availability in all areas to provide for large scale student access. This will serve as a foundational technical requirement for expanded mobile learning.

**DE Goal 2.2: Provide a Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (online or Face-to-Face).**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>2.2a</b>	<b>Learning Management System</b>	The College will review its current LMS to determine whether to continue with it or engage another system.

**DE Goal 2.3: Provide faculty with a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>2.3a</b>	<b>Review DE Policy</b>	Review DE Policy to ensure compliance with accreditation requirements.
<b>2.3b</b>	<b>Faculty Certification for Online Teaching</b>	Develop a standard required professional development training program for online course delivery based on institutional guidelines made available for full-time and adjunct faculty.
<b>2.3c</b>	<b>Professional Development Plans</b>	Create and maintain instructor development programs to build faculty expertise in a variety of professional and technical areas such as mobile learning, pedagogy and effective use of online learning technologies.
<b>2.3d</b>	<b>Innovative Technologies in DE</b>	Conduct an ongoing series of presentations open to all faculty members that showcase innovative technologies that can be incorporated in DE courses.

2.3e	<b>DE Policies and Procedures Training</b>	Conduct professional development to keep faculty updated on policies and procedures related to distance education including the understanding of regular and substantive interaction in the online classroom.
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**DE Goal 2.4: Apply institutional standards and best practices that will serve as online course development models**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
2.4a	<b>Syllabus Template</b>	Assess campus-wide syllabus template to ensure GCC standards are being met across all delivery methods. Confidence in choosing GCC for a program means that all courses associated with that program have the same level of quality, no matter which delivery method is being used.
2.4b	<b>Course Design Standards</b>	The College will work with the Curriculum Review Committee (CRC) to assist in a periodical review of course development guidelines for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.4c	<b>Online Course Evaluations</b>	Work in collaboration with the Committee on College Assessment (CCA) to create and evaluate a process for reviewing online course readiness prior to the course being initially delivered. Evaluations will be conducted similar to how it is conducted in face-to-face classes. This review process ensures all academic programs in the distance education mode of delivery are consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes.
2.4d	<b>DE Student Needs and Equitable Success</b>	Assess and promote innovative delivery modes and teaching methodologies that achieve equitable student learning and achievement in their online courses. Examples, include but not limited to, assessment through surveys and feedback, increase digital accessibility, and implement best practices in Distance education delivery and teaching methods that support equity and student success.

2.4e	<b>Online Course Review and Assessment</b>	Create a systematic process to assess online courses to ensure courses achieve high-quality academic standards and students receive learning support and services that lead to equitable student achievement. Review and validate that courses are consistently implementing regular and substantive interaction in alignment to ACCJC’s Policy on distance Education.
2.4f	<b>Procedure to Approve Online Courses and Programs</b>	Establish a policy/procedure for approving courses and programs for Distance Education. Ensure programs comply with federal definitions of distance education.

**DE Goal 2.5: Increase the use of digital material in all courses including no cost and low-cost solutions**

Objective	Area of Focus	Description
2.5a	<b>Integrating Digital material</b>	The College will look at ways to eventually incorporate only digital material when delivering an online course,
2.5b	<b>No cost or low-cost solutions</b>	The College will look at incorporating digital material no cost or low cost to students.

**DE Goal 2.6: Provide MIS technical staff a systematic and ongoing professional development program that will include DE-specific technical training to support DE students, faculty, and staff.**

Objective	Area of Focus	Description
2.6a	<b>Determine DE technical support needs</b>	Review DE technical support needs to address accreditation technology resource requirements.
2.6b	<b>Online Technical Support</b>	Develop technical training standards for required online in- house technical support.
2.6c	<b>Technical Staff Development Plans</b>	Create and maintain technical staff development programs to build expertise in technical areas in support of mobile learning and online learning technologies.

**DE Goal 3.1: Provide Distance Education courses with technical reliability and support.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>3.1a</b>	<b>Elucian Business Process Management Revitalization</b>	Run a BPM to determine current areas of opportunity within Banner for automation improvement.
<b>3.1b</b>	<b>Academic Technology (AT)</b>	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.
<b>3.1c</b>	<b>Information Technology (MIS)</b>	Review assessments of DE offerings and service demands to recommend whether an increase of MIS resources, personnel, and support is deemed necessary.
<b>3.1d</b>	<b>Helpdesk Services</b>	Establish and maintain a helpdesk service for DE students and faculty members. This will require the collaboration of various departments such as MIS, and student support services and an escalation system will also need to be developed.
<b>3.1e</b>	<b>Technical Support</b>	Collaborate with MIS, Instructional Designer and other academic leadership stakeholders, to ensure appropriate and sufficient technology support for DE faculty members, staff and students.
<b>3.1f</b>	<b>Periodic Equipment Checks</b>	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.
<b>3.1g</b>	<b>Review of Helpdesk Process</b>	Develop a system for student helpdesk process, and establish an evaluation of the effectiveness of the implemented methodology
<b>3.1h</b>	<b>Online Training Documentation and Training Videos</b>	Develop a library of online training aids that will provide training on all technologies currently being used to support DE at GCC.
<b>3.1i</b>	<b>Faculty Support Alternatives</b>	Instructional Designer and MIS to collaborate with appropriate department chairs, deans, faculty representatives, advisory groups and/or committees to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions



<b>3.1j</b>	<b>Online Student Authentication</b>	Establish procedure to ensure effective student verification processes are being employed, student privacy is protected, and that the College has written procedures of any additional charges for these services at the time of registration or enrollment. The institution is able to verify that the student who registers in a distance education program is the same person who academically engages in the course or program.
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**DE Goal 3.2: Establish a separate DE office that provides leadership and oversight through effective policies and procedures for DE.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>3.2a</b>	<b>Determine Structure of DE office</b>	Develop and maintain a framework for the DE office within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE office will also support the creation and maintenance of a budget for all DE functions.
<b>3.2b</b>	<b>DE Policy</b>	Review DE policy to support DE program compliance.
<b>3.2c</b>	<b>DE Standard Operating Procedures</b>	Establish DE standard operating procedures guiding faculty and staff to include expectations for integration of online techniques and technologies across web-enhanced, hybrid, and fully online platforms.

<p><b>3.2d</b></p>	<p><b>DE office</b></p>	<p>The Instructional Designer will oversee the DE office, with the goal of hiring a fulltime Program Coordinator to assist with operations. An MIS systems analyst will be designated as its technical support person and liaison to GCC’s ERP vendor and the Moodle site hosting company.</p> <p>The responsibilities of the DE office will include</p> <ul style="list-style-type: none"> <li>• Provide a high level of technology reliability and technical support.</li> <li>• Ensure proper technological resources are available for DE faculty and DE classrooms prior to teaching the course.</li> <li>• Technology design</li> <li>• Infrastructure support</li> <li>• Formulation and introduction of board-approved DE policies, standard operating procedures, five-year strategic planning, and DE training and education</li> <li>• Creation of course templates</li> <li>• Provide guidelines/training for DE course compliance with accreditation and USDOE guidelines.</li> <li>• Provide guidelines for online student code of conduct behavior, disciplinary actions in the context of online courses, academic integrity in DE, Netiquette, AI usage procedure and policy, online privacy policy, copyright and fair use policy.</li> <li>• Update DE webpages in the College website.</li> <li>• Research future possibilities and technologies for DE education.</li> <li>• Work with industry leaders regarding strategies, new tools, products, and services available to increase productivity and improve online practice.</li> <li>• Review and assess the Learning Management System (LMS) and all its web-based software applications and integrations for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs for improvements that applies to all classes (online or Face-to-Face).</li> </ul>
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		<ul style="list-style-type: none"> <li>• Review current DE issues (GCC and Globally), DE instructional research (DE effective practices, skills, and emerging technologies) and new developments and trends in DE.</li> <li>• Collaborative review and assessment of the Learning Management System (LMS) and all its web-based software applications and integrations for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs for improvements that applies to all classes (on-line or Face-to-Face).</li> <li>• Provide faculty a systematic and ongoing professional development program that includes technology training, online course development, and pedagogy.</li> <li>• Implement an DE advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks.</li> <li>• Develop a formal process of project approval for creative use of innovative technology in DE courses.</li> <li>• Apply institutional standards and best practices that will serve as online course development models to include the development of a checklist for DE course readiness and compliance with accreditation and USDE guidelines.</li> <li>• Recommend DE policies and procedures.</li> <li>• Review and update five-year DE strategic plan.</li> <li>• Research future possibilities and technologies for GCC DE education.</li> <li>• Initiate the development of evaluation expectations for faculty teaching DE courses.</li> </ul>
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**DE Goal 3.3: Provide the DE office and other technical and support staff and administrators with training, services, and tools needed to facilitate and make DE courses an effective and efficient means of learning.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>3.3a</b>	<b>Review DE Organizational Structure, Roles, and Responsibilities</b>	Review the organizational role and responsibilities of departmental course developers (faculty), MIS, Instructional Designer, and A/V support team to ensure adequate effective support in all activities related to academic technologies – online and face-to-face. (See Appendix 4)
<b>3.3b</b>	<b>Develop Shared Resources Model for Course Development (Course Guides)</b>	Develop shared resources model for online program development in order to maximize the growth potential, standardize the learner experience, and simplify the training requirements for instructor participation
<b>3.3c</b>	<b>Transition of Courses to Distance Education Modality Guide</b>	Review and develop a procedure on transitioning traditional face-to-face courses to the Distance Education modality. Plans ensure that these distance education courses meet the same academic and professional standards.

**DE Goal 3.4: Provide training for faculty, staff and administrators on the use of administrative and productivity technologies and applications.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>3.4a</b>	<b>Online Access to Software Training</b>	Review current access to online training on common productivity software for students, faculty and staff
<b>3.4b</b>	<b>Administrative Technical Training</b>	Develop and maintain an ongoing systematic schedule of training in key administrative applications such as Banner and Luminis, equipment training, networking systems, operating systems, cloud, and virtualization, in addition to other training that will improve administrator and staff competency in supporting DE.
<b>3.4c</b>	<b>Faculty</b>	The DE office will develop and maintain the guidelines for a DE professional development program.



<b>3.4d</b>	<b>Course Evaluator Training</b>	Assess and continue course evaluator training for DE courses. DE Office assists in current assessment process and recommend improvements based on the findings and requirements of DE courses.
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**DE Goal 3.5: Evaluate effectiveness of services provided to DE students and faculty.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>3.5a</b>	<b>Establish Key Performance Indicators (KPI)</b>	Establish and review current student service KPIs and create indicators that will assess and improve service effectiveness across all student service sectors that support DE students based on current practices. For DE courses, assessment of KPI's will be related to current practices. This will be done on an annual basis. (See Appendix 5)
<b>3.5b</b>	<b>Service Management</b>	Review current service protocols and incorporate a ticket / tracking system to ensure that service delivery to DE students can be measured. This will ensure that the College can track service requests and ticket resolution. Improve by Nuventive (formerly Tracdat) system can be used to support process improvement.

**DE Goal 4.1: Provide a structured marketing and communication plan for distance education courses and programs.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>
<b>4.1a</b>	<b>Establish Key Performance Indicators (KPI) for Marketing</b>	Review current marketing KPIs and establish indicators that will enable assessment of marketing effectiveness.
<b>4.1b</b>	<b>DE Market Analysis</b>	Promote periodic market research on DE needs in Guam and Micronesia, which will provide the College with information on regional and international opportunities. Continuous review of market trends and employer needs play a significant role in the selection and development of new DE programs and courses. Polling of current and prospective students will be included in the strategies.

<b>4.1c</b>	<b>DE Marketing Plan</b>	Develop a marketing plan for the DE programs and courses, so as to attract prospective DE students for the online courses/programs that GCC delivers. This will support the College in expanding its reach within Guam, Micronesia and other International Markets.
<b>4.1d</b>	<b>DE Marketing Working Group</b>	Create a DE working group (Office of Communication & Promotions, Department Chairs, and Associate Deans) that periodically meets to review market opportunities for DE courses and programs.
<b>4.1e</b>	<b>Marketing Fulfillment Process</b>	Develop a clear fulfillment process for prospective students who are seeking additional information on DE programs/courses. Assign departmental "Point of Contact" for each DE program to ensure that there is follow through on fulfillment requests.
<b>4.1f</b>	<b>Utilization of Media by GCC</b>	Leverage GCC Media as a resource for growing online programs.

## **Appendix 1 – Recommendations from previous needs and capabilities assessments and observations from DE Pilot of the 2015-2020 DESP**

### **Recommendations on Continuing and Improving Existing Service Capabilities and Current Resources / Addressing known and/or discovered DE challenges and shortcomings**

- 1) Continue to consider Moodle as the LMS for the whole institution. Due to familiarity, cost, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the previous academic technology survey and completion of various training.
- 2) Continue to use eThink as the 3<sup>rd</sup> party external Moodle hosting vendor, depending on satisfactory results of annual reviews and in meeting requirements for:
  - i. Level of technical support;
  - ii. Availability/uptime;
  - iii. Plans for integrating Moodle updates;
  - iv. Redundancy;
  - v. Scalability;
  - vi. Sandbox availability;
  - vii. Ease of data migration in case a different solution is chosen;
  - viii. Cost/pricing plan structure.
- 3) Further evaluate course and program selection for full DE rollout:
  - a. Improving and/or redeveloping existing courses;
  - b. Identifying courses that continue to suffer from limitations of the online environment, whether through the unavailability of resources or technology.
  - c. Continue developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
  - d. Continue selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
  - e. Continue identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.
- 4) Continue to offer training for students and faculty. Continue to improve in the design and offering of training courses for both students and faculty who would participate in distance education.
- 5) Increase partnership between the Instructional Designer and faculty to develop or improve upon selected courses and train on instructional practices.
- 6) Continue to increase Database Administrator support via Ellucian or other 3<sup>rd</sup> parties to further improve the integration of Banner with the Moodle LMS and other online services, or to further automate manual processes (e.g. Banner integration with bookstore software, the Improve Assessment System by Nuventive, SirsiDynix Library System, Student ID system, Campus Labs Course Evaluation, IDEA Survey, etc.).
- 7) Further improve SSO (Single Sign On) security between all online resources through introduction of 2FA (2-Factor Authentication) methods, or other proven technology.
- 8) Improve both online and face-to-face student advising:

- 9) Improve library support services and textbook or eBook provision protocol for distance education students.
- 10) Improve student admissions and course registration process by enabling automation processes available out of Banner to support remote student application and admissions processes.
- 11) Improve current communication and change management for the College so that there is transparency in DE implementation and environmental impacts.
- 12) Review current DE policy on:
  - a. Intellectual Property and Strategy for Online Course Creation
  - b. Assessment of Online Courses to Ensure Integrity in Distance Education
  - c. Standardization of official LMS and online platforms and resources
  - d. Noted additional benefits of DE as it relates to environment or reduction of GCC's carbon footprint, savings in utility costs, and increase employee exposure and training opportunities to new cloud-base and online technologies.
- 13) Review of the DE SOP to ensure integration of information into curriculum manual, which guides faculty curriculum development.
- 14) Review and address necessary student and faculty support for DE to include scheduling of available services at different times and days and how to obtain them. Determine and address gaps of support services and identify points of contact for technical support issues for both students and faculty as it relates to the Moodle LMS, their computer hardware, software applications, MyGCC portal issues, eBooks, or Internet connectivity, etc... Define Helpdesk procedures, including the escalation of issues. Determine if faculty are expected to have expertise to provide the support outside of their instruction, and if not, who will they refer the students to, etc.
- 15) Assess and resolve challenges with students and faculty in using and switching to multiple online platforms or resources that may or may not be integrated with the MyGCC portal or Moodle LMS such as Course Studio, Google Suites, MS Office 365, Cengage applications, and other portal systems, etc. Determine if these types of platforms and resources should be uniform or standardized, or should there be limitations or restrictions on what can be used and supported.
- 16) Review all DE-related costs and budget allocations to determine how the LMS and all other associated expenses in support of DE is financially supported. Determine source of funding (i.e., Lab Fees, Technology Fee, etc.).



**Appendix 2 – DE Update Plan (Five Year) / Post DE Implementation and DE Pilot of 2015-2020 DESP**

Year 1 2023—2024	Year 2 2024—2025	Year 3 2025—2026	Year 4 2026—2027	Year 5 2027—2028
<ul style="list-style-type: none"> <li>• Assess DE governance framework for improvements</li> <li>• Full standardization and adoption of LMS throughout the institution</li> <li>• Review and update of current DE policy</li> <li>• Review and update of policies that strengthen DE at GCC</li> <li>• Budget allocation to financially support DE</li> <li>• Update of DE marketing strategy</li> <li>• Identification and selection of courses to be included in DE</li> <li>• Review and update faculty training for faculty participating in DE courses</li> <li>• Update faculty evaluator training</li> <li>• Update Student Readiness Assessment</li> <li>• Update Faculty / Staff Readiness Assessment</li> <li>• Review and update student support systems and establish improvement strategy</li> <li>• Launch approved DE courses</li> <li>• Assessment of DE courses</li> </ul>	<ul style="list-style-type: none"> <li>• Review and continue implementing recommendations that strengthen student support systems                             <ul style="list-style-type: none"> <li>□ Helpdesk (email 24/7) and phone (during regular office hours) • Advising • Tutoring • Tech Support • Library • etc.</li> </ul> </li> <li>• Review and update Online Orientation process</li> <li>• Continue reduction of manual processes and increase automation - Review and update automation (i.e. student registration and support systems)</li> <li>• Review and update DE course development process</li> <li>• Continue and improve faculty and staff DE training</li> <li>• Budget allocation to financially support DE</li> <li>• Assessment of current DE market strategy and development of revised market strategy</li> <li>• Assessment of overall DE implementation process</li> <li>• Establish DE office</li> <li>• Determine staffing needs of the DE office</li> <li>• Improve Digital Accessibility</li> <li>• Online Proctoring</li> </ul>	<ul style="list-style-type: none"> <li>• Assess online student support system and identify opportunities for improvements</li> <li>• Fully develop DE program</li> <li>• Update and conduct DE course assessments</li> <li>• Continued faculty and staff development</li> <li>• Budget allocation to financially support DE</li> <li>• Re-assessment of LMS and its ability to support DE growth.</li> <li>• Assessment of DE Office</li> <li>• Performance Evaluation of Instructional Designer, and Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Review of faculty and staff DE training</li> <li>• Assessment of LMS and student technology support</li> <li>• Continued faculty and staff development</li> <li>• Budget allocation to financially support DE</li> <li>• DE course assessment</li> <li>• Continued marketing of DE courses / programs</li> <li>• Identify and approval of new DE programs</li> <li>• Application for substantive change to offer DE - ACCJC</li> <li>• Assessment of DE Office</li> <li>• Performance Evaluation of personnel assigned to the DE office</li> </ul>	<ul style="list-style-type: none"> <li>• New DE programs and courses continue to be developed</li> <li>• Continued faculty and staff development</li> <li>• Budget allocation to financially support DE</li> <li>• Assessment of DE Office</li> <li>• Performance Evaluation of Instructional Designer and Program Coordinator</li> <li>• DE 5-year assessment and update of DESP</li> </ul>

*Note: Specific objectives aligned to this chart are found in the Standard Operating Procedure manual.*

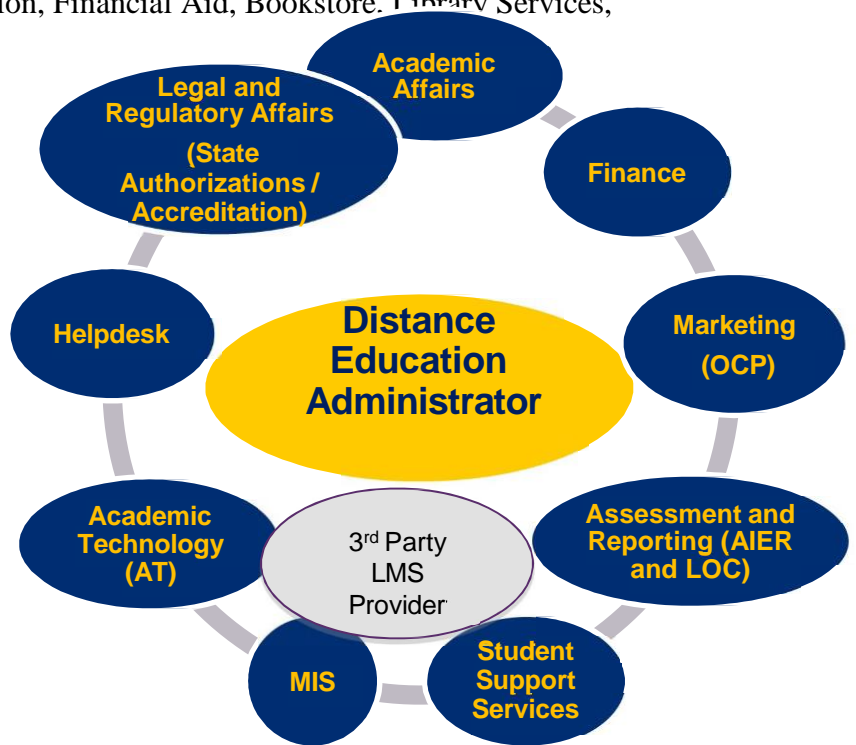
**Appendix 3 - DE Organizational Structure and Student Support Systems.**

As part of the DE assessment process, it is recommended that an organizational framework be developed to support the full DE student life cycle at the College.

The DE administrator will work in collaboration with Finance, Marketing, Academic Affairs, Student Support, and AIER to build and develop a sustainable DE program at GCC. The student support infrastructure includes a direct interaction between student support services, Academic Technologies (AT), Instructional Designer, MIS (Management Information Services), and the Helpdesk.

The Academic Affairs division will support the Helpdesk when specific program questions arise. In addition, this division will ensure that all DE programs are compliant with all legal and regulatory guidelines for DE, including state authorizations and accreditation.

The Helpdesk, offices providing direct support to students, and third party LMS provider, are the first responders to student issues and require consistent updates and business continuity. Offices providing direct support to students include but are not limited to: Student Support Services, Admissions and Registration, Financial Aid, Bookstore, Library Services, Counseling and Advising, Tutoring, Accommodations and Testing Services. Issues that cannot be resolved by the Helpdesk would be escalated to the appropriate department within the College, to ensure that all matters are responded to appropriately and in a timely manner. Continuous collaboration and planning will be maintained between groups that are critical to process improvement in student support services. Assessment of the DE programs/courses, Helpdesk and Marketing (Office of Communication and Promotions, OCP) will support the institutional goal of enabling a culture of improvement and accountability. The level of



support to the courses will vary depending on whether they are web-enhanced, hybrid or fully online. Most institutions have their IT departments report to a Chief Information Technology Officer (CITO). MIS' Chief Information Technology Officer at GCC currently reports to the Finance and Administration Division (FAD) VP, and supports the IT infrastructure for most of the academic and administrative automated processes. The Instructional Designer also reports to the Dean of Technology & Student Services and supports classroom technology and related training and is responsible for DE management.

Once established, the DE Office will take responsibility for DE Management. For the interim period and until the DE Office is fully established, the MIS CITO and the assigned systems analyst, the Instructional Designer administrator play key roles in DE support, and will work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions. The Instructional Designer and MIS will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.

## Appendix 4 – Key Performance Indicators

Several institutions do not segment online course and program data from their traditional courses and programs. At Guam Community College (GCC), online courses are currently noted as “online” under schedule type and can therefore be tracked and data used to support future improvement of Distance Education (DE) courses. As GCC considers implementing a robust online DE offering, it will be important to establish benchmarks / Key Performance Indicators that can be used to measure the effectiveness of the courses/programs through student, faculty and institutional successes. The student population that these benchmarks would be relevant to would be those with the student type of “**online**” in the general student record.

This document proposes the following Key Performance Indicators (KPI) for GCC’s DE initiative. Although the KPIs are somewhat prescriptive, they actively support DE growth, and can inform the current institutional KPIs, as reported in the Annual ACCJC Report. As DE grows, it will be important to track the impact of the online learning delivery mode on matters such as;

- **Market Penetration:** GCC has an opportunity to expand its market share within the island of Guam and in Micronesia, in addition to expanding its student body through increased delivery to dual-enrolment students and career professionals seeking workforce development programs. GCC’s Dual Enrollment Accelerated Learning / Dual Credit Articulated Programs of Study (DEAL/DCAPS) programs and the CTE Secondary programs provide additional opportunities (introductory/foundation) for DE.
- **Student access and success:** Tracking student ability to access and successfully complete GCC’s high quality and affordable online courses and programs is critical.
- **Access to and use of technology to augment online learning or online student management:** The College has support structures that can improve/enhance the experience of the online student in addition to traditional students by continually addressing opportunities that exist to provide additional Advising, Tutoring, Proctoring, Testing and other services.
- **Student Satisfaction in their programs of study:** Monitoring student satisfaction in online programs is critical in providing feedback that can be utilized for process improvement in online course development & delivery, faculty interaction and student wrap around services.

KPI	KPI Measure	Definition
DE Market Penetration	Guam Resident	Guam students taking credit programs (PT or FT)
		Guam students taking credit courses



KPI	KPI Measure	Definition
	Non-Resident (student whose permanent residence is not in Guam and does not pay local Guam taxes)	Non-Resident students taking credit programs (PT or FT)
		Non-Resident students taking credit courses
	Foreign Students (non-citizen with a non-immigrant visa)	Foreign students taking credit programs (PT or FT)
		Out-of-State students taking credit courses
	Dual Credit Articulated Programs of Study (DCAPS) and Dual Enrollment Accelerated Programs of Study (DEAL)	High school students taking credit courses
	High school students taking credit programs (PT or FT)	
Non-Credit (NC)	# of students enrolled in NC programs	
<b>DE Student Enrollment</b>	Fall Credit Students	
	Fall Non-credit Headcount	
	Spring Credit Students	
	Spring Non-credit Headcount	
	Fiscal Year Headcount	
	Percent Transfer Credit Hours	
	Percent Technical/Career Credit Hours	
	Percent Developmental Credit Hours	
	Fall Credit FTE numbers	
	Spring Credit FTE numbers	
<b>DE Student Persistence</b>	Course completion rate (based on course withdrawals)	
	Within-term retention rate (headcount)	
	FT FTIC Fall-to-Spring persistence rate	
	PT FTIC Fall-to-Spring persistence rate	
	FT FTIC Fall-to-Fall Persistence rate	

KPI	KPI Measure		Definition
	PT FTIC Fall-to-Fall Persistence rate		
	2-year FTIC Fall-to-Fall Persistence rate		
	2-year FTIC Fall-to-Fall Persistence rate		
	Productive grade rates		
	Single term certificate persistence rate		
	Dual term certificate persistence rate		
Distance Learning Grades	Percent of grades in each DE course	A and B Grades	
		Completers (A, B, C, D, F, P)	
		Completers Success (A, B, C, P)	
		Withdrawals	
DE Student Graduation	Percentage of students that completed degree or certificate and transferred within three years		
	Student goal attainment	Completers	
		Non-Completers	
Career program completers			
DE Student Satisfaction	IDEA survey		
Financial Access and Affordability	Resident/Military & Dependents/Veterans Tuition and Fees		
	% First Generation Student		
	Financial Aid Default Rates		
Resources and Services	IT FTE staff/per DE student		
	Help Desk Services (E.g. hrs. of access, ticket resolution rate etc.)		

KPI	KPI Measure		Definition
	Other Resources and Services (hrs. of access)	Orientation Advising Tutoring Proctoring Testing Library services Helpdesk Support	
<b>Financial</b>	Unrestricted Operating Funds		
	for DE		
	Operating Fund Sources for DE		
	Cost per Credit Hour and DE FTE student		
<b>Student: Faculty Ratio</b>	Number of FTE online faculty divided by online credit student FTE		
<b>Faculty Load</b>	Average # of online courses taught by faculty		
<b>Faculty training</b>	Total development or training expenditures divided by Total # of faculty teaching online		

### **Appendix 5 - Online, Distance Learning, and Hybrid Course Offerings**

The following narrative was provided by the AIER office with the source data from GCC's Banner Argos (as of June 2021).

In Fall 2017, there were seven (7) courses delivered in an online or hybrid format with a seat count of 439. Five (5) instructors taught the courses and the pass rates ranged from 63% to a high of 100%. In Spring 2018, there were nine (9) courses delivered in an online or hybrid format with a seat count of 255. Five (5) instructors taught the courses and the pass rates ranged from 67% to a high of 100%; however, the 3 students in the MA110A course had a 33% pass rate. In Fall 2018, there were six (6) courses delivered in the hybrid format only with a seat count of 153. Five (5) instructors taught the courses and the pass rates ranged from 53% to a high of 95%. In Spring 2019, there were four (4) courses delivered in an online or hybrid format with a seat count of 54. Four (4) instructors taught the courses and the pass rates ranged from 75% to a high of 88%; however, the 8 students in the MA161A course had a 13% pass rate. In Fall 2019, there were four (4) courses delivered in the hybrid format only with a seat count of 68. Four (4) instructors taught the courses and the pass rates ranged from 78% to a high of 100%. In Spring 2020, there were two (2) courses delivered in the hybrid format only with a seat count of 24. Two (2) instructors taught the courses and the pass rates ranged from 66% to a high of 77%. In Summer 2020, a total of ten (10) courses were delivered online with a seat count of 87. Nine (9) instructors taught the courses and the pass rates ranged from 68% to a high of 100%. In Fall 2020, all courses were delivered online with a seat count of 3,173. All College instructors taught the online courses and the pass rates ranged from 67% to a high of 100%; however, the 20 students in the CUL120 course had a 35% pass rate and the 74 students in MA97 had a 49% pass rate. In Spring 2021, twenty-two (22) courses were delivered in an online or hybrid format with a seat count of 628. Twenty-two (22) instructors taught the courses and the pass rates ranged from 72% to a high of 100%. The thirty-one (31) students in MA97 had a 58% pass rate.

The following narrative covers Distance Education course offerings from Summer 2021 to Summer 2023. Source data was provided by the AIER office from GCC's Banner Argos (updated as of November 2023).

In Summer 2021, one (1) course was delivered with one (1) student enrolled. Pass rate was 100%. In Fall 2021, twenty-four (24) courses were delivered in an online or hybrid format with a seat count of 564. Twenty (20) instructors taught the courses and the pass rates ranged from 43% to a high of 100%. The seven (7) students in MA98 had a 47% pass rate. The overall pass rate for Fall 2021 is 84%. In Spring 2022, twenty (20) courses were delivered in an online or hybrid format with a seat count of 386. Thirteen (13) instructors taught the courses and the pass rates ranged from 11% to a high of 100%. The nineteen (19) students in MA98 had a 11% pass rate. The overall pass rate for Spring 2022 is 76%. Summer 2022 had four (4) courses delivered in an online or hybrid format with a seat count of 62. Four (instructors) taught the courses and the pass rates ranged from 60% to a high of 100%. The overall pass rate for Summer 2022 is 81%. Fall 2022 had sixteen (16) courses delivered in an online or hybrid format with a seat count of 383. Twelve (12) instructors taught the courses and the pass rates ranged from 11% to a high of 100%. MA98 had Nineteen (19) students with a 11% pass rate. The overall pass rate for Fall 2022 is 72%. In Spring 2023, fifteen (15) courses were delivered in an online or hybrid format

with a seat count of 280. Nine (instructors) taught the courses and the pass rates ranged from 31% to a high of 100%. The course MA97 had thirteen (13) students with a 31% pass rate. The overall pass rate for Spring 2023 is 76%. Summer 2023 had three (3) courses delivered in an online or hybrid format with a seat count of 48. Three (3) instructors taught the courses and the pass rates ranged from 74% to a high of 90%. The overall pass rate for Summer 2023 is 81%.

From Fall 2017 to Summer 2023, a total of six thousand six hundred and five (6,605) course seats were filled by students in the online or hybrid courses with the fall semester of 2020 leading in the total seats occupied for DE at 3,173. The coronavirus pandemic was the primary driving force for the move to a fully online delivery requirement for all courses during the fall semester of 2020. The high success rate of students and faculty in the online courses proved the online learning/teaching modality is viable for certain departments and definitely an option for certain programs with proven success rates in its general and technical required courses.

The preceding analysis of the updated data tables is focused primarily on course offerings of online and hybrid courses, instructor assignments to online and hybrid courses, and student success rates in online and hybrid courses. Pass/Fail Rates for Face-to-Face (F2F) Courses, Fall 2017-Summer 2023 is provided for comparison purposes; however, a direct comparison between the face-to-face modality and the online/hybrid modality is not specifically provided. As an institution positioned for the future, the comparison between modalities is unnecessary as a decision to select one or the other is not the intent of this assessment.

The provided information reveals a dynamic evolution in the realm of distance education at GCC. The strengths of this journey are evident in the college's adaptability, gradually introducing and expanding online and hybrid courses. Commendably, overall pass rates were generally high, showcasing a commitment to student success. Instructors' dedication in navigating the challenges associated with online education such as the transition to fully online courses in Fall 2020 during the pandemic highlighted the capability of online courses and the need for distance education strategies to further strengthen student success. Notable challenges emerged, particularly in specific courses such as MA110A, MA161A, CUL120, MA97, and MA98, which faced lower pass rates. These challenges suggest areas for potential instructional refinement or targeted student support. Other recommendations include conducting a thorough analysis of courses with consistently low pass rates, implementing targeted interventions, and providing additional support and resources for both instructors and students to enhance the online learning experience. The narrative underscores the college's commitment to adaptability and student success while acknowledging the need for ongoing improvements in the delivery of distance education.

This update is focused on the viability and scalability of the Guam Community College Distance Education offerings as part of its commitment to 100% student-centered success.



**Resources**

- GCC DE Strategic Plan (2015–2020)
- Substantive Change Proposal for DE - A.S. International Hotel Management (March 2021)
- Distance Education and Student Achievement at GCC – A Summative Report (2019)
- Narrative report and statistics on Online, Distance Learning, and Hybrid Courses – Source: AIER - Banner Argos, June 2021
- GCC ISMP 2020 – 2026 & GCC ISMP 2015 – 2020
- GCC HRO: Instructional Designer, FY2021 BOT-approved Position Description
- Capabilities and Needs Assessments (Ellucian)
- DE Policy 340 – Board of Trustees DE resolution
- <http://elearningindustry.com/top-open-source-learning-management-systems>
- [http://i1.wp.com/mfeldstein.com/wpcontent/uploads/2013/11/LMS\\_MarketShare\\_20131104-Home.jpg](http://i1.wp.com/mfeldstein.com/wpcontent/uploads/2013/11/LMS_MarketShare_20131104-Home.jpg)
- [http://www.ajer.org/papers/v2\(7\)/O027124130.pdf](http://www.ajer.org/papers/v2(7)/O027124130.pdf)
- <http://moodle.com/partners/>
- <https://sakaiproject.org/try-sakai-cle>
- <http://www.instructure.com/>
- <http://www.desire2learn.com/>
- <http://www.blackboard.com/Platforms/Learn/Overview.aspx>
- <http://www.edweek.org/dd/articles/2013/06/12/03lms-evaluation.h06.html>  
<http://www.learningsolutionsmag.com/articles/1181/five-steps-to-evaluate-and-select-an-lms-proven-practices>
- <http://lectora.com/factors-to-consider-when-choosing-an-lms>
- <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2>
- <https://accjc.org/accreditation-handbook-and-report-templates/>
- <https://accjc.org/eligibility-requirements-standards-policies/#institutional-policies>

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**MISSION STATEMENT**

**WHEREAS**, Guam Community College (“College”) was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) to provide secondary, postsecondary and adult educational programs and career-technical training that is premised on lifelong learning. The College’s strength and success are driven by its core values. It is also guided by the College’s vision statement as follows:

“Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.”

**WHEREAS**, the College values diversity: an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College’s common goals; and

**WHEREAS**, the College values accountability: a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement; and

**WHEREAS**, the College values service: supporting and recognizing service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia; and

**WHEREAS**, the College values integrity: holding high standards of character and integrity as the foundation upon which the College is created; and

**WHEREAS**, the College is learning-centered: fostering intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community; and

**WHEREAS**, the College is student-centered: committed to education, inquiry and service in order to meet our students’ ever growing and changing needs, promoting lifelong learning, civic and social responsibility, leadership, and career growth.

**NOW, THEREFORE, BE IT RESOLVED**, that the following Mission Statement be endorsed and adopted by the Board, subject to a simultaneous review of the College’s Institutional Strategic Master Plan every six years.

**Guam Community College Mission Statement**

**Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.**

**Page 2: GCC Board of Trustees Policy 100 – Mission Statement**

**Sinangan Misi3n (CHamoru translation)**

**Guiya i Kulehon Kumunid3t Gu3han, i mas takhilo' mamanaguen fina'che'cho' yan i teknik3t na kinahulo' i manf3fache'cho' ya u na' gu3guaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanan3gui yan i fina'na'guen cho'cho' para Maikronesiha.**

The mission is achieved by accomplishing the following goals:

**GOAL 1: Advancing Workforce Development and Training.**

Respond to local and regional occupational needs; and Cultivate meaningful partnerships.

**GOAL 2: Fostering 100% Student-Centered Success.**

Enhance the professional development process for all employees; Implement innovative strategies and practice flexibility in meeting student needs; and Integrate and enhance wraparound services.

**GOAL 3: Leveraging Transformational Engagement and Governance.**

Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making; and Foster an organizational culture that empowers and facilitates transformational engagement and rewards collaboration.

**GOAL 4: Optimizing Resources.**

Diversify revenue streams; Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO); Provide employee professional development; Develop and implement succession planning; and Cultivate team building.

**GOAL 5: Modernizing and Expanding Infrastructure and Technology.**

Expand educational footprint; Ensure robust technology; and Provide access to sustainable facilities.

**Amended & Adopted: , 2023; Resolution -2023**

**Amended & Adopted: June 19, 2020; Resolution 3-2020**

**Amended & Adopted: April 8, 2016; Resolution 2-2016**

**Amended & Adopted: January 10, 2014; Resolution 3-2014**

**Amended & Adopted: May 5, 2011 (CHamoru translation)**

**Re-examined & Adopted: February 9, 2011; Resolution 5-2011**

**Adopted: March 11, 2009; Resolution 17-2009**

**Amended & Adopted: September 5, 2008; Resolution 12-2008**

**Re-examined & Adopted: January 25, 2007; Resolution 1-2007**

**Adopted: February 9, 2005; Resolution 3-2005**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

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**Page 2: GCC Board of Trustees Policy 100 – Mission Statement**

**Sinangan Misi3n (CHamoru Chamorro-translation)**

**Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfáfache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' para Maikronesiha.**

The mission is achieved by accomplishing the following goals:

**Goal GOAL 1: Advancing Workforce Development and Training.**

Respond to local and regional occupational needs; and Cultivate meaningful partnerships.

**GOAL 2: Fostering 100% Student-Centered Success.**

Enhance the professional development; process for all employees; Implement innovative strategies and practice flexibility in meeting student needs; and Integrate and enhance wraparound services.

**GOAL 3: Leveraging Transformational Engagement and Governance.**

Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making; and Foster an organizational culture that empowers and facilitates transformational engagement and rewards collaboration.

**GOAL 4: Optimizing Resources.**

Diversify revenue streams; Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO); Provide employee professional development; Develop and implement succession planning; and Cultivate team building.

**GOAL 5: Modernizing and Expanding Infrastructure and Technology.**

Expand educational footprint; Ensure robust technology; and Provide access to sustainable facilities.

**Amended & Adopted: \_\_\_\_\_, 2023; Resolution -2023**

**Amended & Adopted: June 19, 2020; Resolution 3-2020**

**Amended & Adopted: April 8, 2016; Resolution 2-2016**

**Amended & Adopted: January 10, 2014; Resolution 3-2014**

**Amended & Adopted: May 5, 2011 (CHamoru Chamorro-translation)**

**Re-examined & Adopted: February 9, 2011; Resolution 5-2011**

**Adopted: March 11, 2009; Resolution 17-2009**

**Amended & Adopted: September 5, 2008; Resolution: 12-2008**

**Re-examined & Adopted: January 25, 2007; Resolution 1-2007**

**Adopted: February 9, 2005; Resolution 3-2005**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ADOPTION OF THE  
GUAM COMMUNITY COLLEGE SEAL**

**WHEREAS**, the Guam Community College (“GCC”) Board of Trustees, on July 13, 1978 adopted the Guam Community College Seal; and

**WHEREAS**, the elements of the seal represent various imageries encapsulated within the inner circle that embodies the GCC Motto “The Island is Our Campus,” which the Board of Trustees adopted on July 27, 1978; and

**WHEREAS**, within the inner circle there is an open book, which denotes wisdom. In the book, the Latte Stone represents what is native to Guam. Above the Latte Stone is a flame that signifies knowledge. Surrounding the Latte Stone are elements depicting career and technical symbols such as the gear, the T-square, triangle and hard hat. The remaining elements within the book include the mortarboard symbolizing a mark of an educational institution; and

**WHEREAS**, in the outer circle lies the statutory name of the Guam Community College as created by the Enabling Act, Public Law 14-77 (as amended by Public Law 31-99 in 2011) along with garlands as the symbol of achievement. The seal in its entirety is a circle that encompasses the inclusive nature of the Guam Community College.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees reaffirms its adoption of the Guam Community College Seal; and

**BE IT FURTHER RESOLVED**, that the CHamoru translation of the College’s motto “I Isla i Faneyåkan-måmi” be adopted as an integral part of the seal to reflect the unique cultural identity of the people of Guam; and

**BE IT FURTHER RESOLVED**, that the seal shall be affixed to all resolutions, contracts, diplomas, official academic transcripts, college catalogs, and the distinguished alumni awards.

**Amended & Adopted: \_\_\_\_\_, 2023**  
**Resolution \_\_\_\_-2023**

**Reviewed, no changes: June 19, 2020**  
**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 25-2014**

**Adopted: July 6, 2011**  
**Resolution 8-2011**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ADOPTION OF THE  
GUAM COMMUNITY COLLEGE SEAL**

**WHEREAS**, the Guam Community College (“GCC”) Board of Trustees, on July 13, 1978 adopted the Guam Community College Seal; and

**WHEREAS**, the elements of the seal represent various imageries encapsulated within the inner circle that embodies the GCC Motto “The Island is Our Campus,” which the Board of Trustees adopted on July 27, 1978; and

**WHEREAS**, within the inner circle there is an open book, which denotes wisdom. In the book, the Latte Stone represents what is native to Guam. Above the Latte Stone is a flame that signifies knowledge. Surrounding the Latte Stone are elements depicting career and technical symbols such as the gear, the T-square, triangle and hard hat. The remaining elements within the book include the mortarboard symbolizing a mark of an educational institution; and

**WHEREAS**, in the outer circle lies the statutory name of the Guam Community College as created by the Enabling Act, Public Law 14-77 (as amended by Public Law 31-99 in 2011) along with garlands as the symbol of achievement. The seal in its entirety is a circle that encompasses the inclusive nature of the Guam Community College.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees reaffirms its adoption of the Guam Community College Seal; and.

**BE IT FURTHER RESOLVED**, that the CHamoru Chamorro translation of the College’s motto “I Isla i Faneyåkan-måmi” be adopted as an integral part of the seal to reflect the unique cultural identity of the people of Guam; and.

**BE IT FURTHER RESOLVED**, that the seal shall be affixed to all resolutions, contracts, diplomas, official academic transcripts, college catalogs, and the distinguished alumni awards.

**Amended & Adopted: \_\_\_\_\_, 2023**  
**Resolution**

**Reviewed, no changes: June 19, 2020**  
**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: July 24, 2014**  
**Resolution No: 25-2014**

**Adopted: July 6, 2011**  
**Resolution: 8-2011**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**REAFFIRMATION OF AUTONOMY**

**WHEREAS**, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA, §§30101, *et seq.*); and

**WHEREAS**, 17 GCA §33102 , states the following:

“Except as expressly provided for herein and notwithstanding any other law to the contrary, the College shall be autonomous and self-sufficient in matters pertaining to its governance, organization and administration and the promulgation of its rules and regulations, in accordance with the Administrative Adjudication Law (5 GCA Chapter 9) pertaining to the following:

- (a) courses of instruction;
- (b) issuance of certificates, diplomas, credits and degrees;
- (c) personnel recruitment, appointment, tenure, promotion, dismissal and other personnel matters;
- (d) obligation and disposition of funds, provided that appropriated funds are used for the purpose or purposes stipulated in the Act appropriating said funds; and
- (e) soliciting, receiving and using gifts of any kind whatsoever for the purposes provided in this Chapter;” and

**WHEREAS**, the Board of Trustees believes that the autonomy of Guam Community College is vital to fulfilling its responsibilities to the community as mandated by law; and

**WHEREAS**, the institution's autonomy is also of critical importance in complying with the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges; and

**WHEREAS**, the Board of Trustees realizes that Guam Community College must continue to have substantial autonomy in personnel and fiscal matters if the College is to fulfill its responsibilities.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees does, hereby, reaffirm its commitment to maintaining the autonomy of Guam Community College; and

**Page 2: GCC Board of Trustees Policy 105 - Reaffirmation of Autonomy**

**BE IT FURTHER RESOLVED**, that the Board shall take such reasonable action as is necessary to maintain that autonomy.

**Amended & Adopted: \_\_\_\_\_, 2023**  
**Resolution \_\_\_-2023**

**Amended & Adopted: June 19, 2020**  
**Resolution 4-2020**

**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 26-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 13-2008**

**Adopted: September 21, 1988**  
**Resolution 20-88**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**REAFFIRMATION OF AUTONOMY**

**WHEREAS**, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA, §§30101, et seq.) Public Law 14-77 (as amended by Public Law 31-99 in 2014); and

**WHEREAS**, ~~Chapter 1V, Section 11982 of~~ 17 GCA §33102 Public Law 14-77, states the following:

"Except as expressly provided for herein and notwithstanding any other law to the contrary, the College shall be autonomous and self-sufficient in matters pertaining to its governance, organization and administration and the promulgation of its rules and regulations, in accordance with the Administrative Adjudication Law (~~Title XXV of this Code~~ 5 GCA Chapter 9) pertaining to the following:

- (1) (a) courses of instruction;
- ~~(2)~~ (b) issuance of certificates, diplomas, credits and degrees;
- ~~(3)~~(2) (c) personnel recruitment, appointment, tenure, promotion, dismissal and other personnel matters;
- ~~(4)~~(3) (d) obligation and disposition of funds, provided that appropriated funds are used for the purpose or purposes ~~provided~~ stipulated in the Act appropriating said funds; and
- ~~(5)~~(4) (e) soliciting, receiving and using gifts of any kind whatsoever for the purposes provided in this Chapter."; and

**WHEREAS**, the Board of Trustees believes that the autonomy of Guam Community College is vital to fulfilling its responsibilities to the community as mandated by law; and

**WHEREAS**, the institution's autonomy is also of critical importance in complying with the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges; and

**WHEREAS**, the Board of Trustees realizes that Guam Community College must continue to have substantial autonomy in personnel and fiscal matters if the College is to fulfill its responsibilities.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees does, hereby, reaffirm its commitment to maintaining the autonomy of Guam Community College; ~~and-~~

**BE IT FURTHER RESOLVED**, that the Board shall take such reasonable action as is necessary to maintain that autonomy.

**Amended & Adopted:** \_\_\_\_\_, 2023; **Resolution** \_\_\_\_\_-2023 (this area will be formatted)

**Reviewed & Adopted: June 19, 2020; Resolution 4-2020**

**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: July 24, 2014; Resolution 26-2014**

**Reviewed & Adopted: September 5, 2008; Resolution 13-2008**

**Adopted: September 21, 1988; Resolution 20-88**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**BOARD POLICY DEVELOPMENT AND REVIEW**

**WHEREAS**, the Guam Community College (“College”) Board of Trustees is vested with the powers to adopt policies and regulations necessary for the sound operation of the College; and

**WHEREAS**, the sound operation of the College requires that policies and regulations be current and relevant.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees will develop broad institutional policies to encourage and maintain good educational practices throughout the institution; and

**BE IT FURTHER RESOLVED**, that members of the Board of Trustees may submit proposals for policy development or revision to the Chairperson. Proposals originating elsewhere shall be routed to the President for review and recommendation to the Board; and

**BE IT FURTHER RESOLVED**, that any new policy shall have first reading at one meeting and be voted upon at a subsequent meeting; and policy changes or amendments to existing policy shall go through the policy review process prior to Board approval; and

**BE IT FURTHER RESOLVED**, that the Board of Trustees will conduct a review of policies and regulations to maintain currency on a regular basis as deemed necessary and appropriate.

**Amended & Adopted: 2023**  
**Resolution -2023**

**Reviewed, no changes: June 19, 2020**

**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: September 4, 2014**  
**Resolution: 44-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 14-2008**

**Adopted: July 20, 1994**  
**Resolution 50-94**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**BOARD POLICY DEVELOPMENT AND REVIEW**

**WHEREAS**, the Guam Community College ("College") Board of Trustees is vested with the powers to adopt policies and regulations necessary ~~to~~ for the sound operation of the College; and

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**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees will develop broad institutional policies to encourage and maintain good educational practices throughout the institution; and

**BE IT FURTHER RESOLVED**, that members of the Board of Trustees may submit proposals for policy development or revision to the Chairperson. Proposals originating elsewhere shall be routed to the President for review and recommendation to the Board; and

**BE IT FURTHER RESOLVED**, that any new policy shall have first reading at one meeting and be voted upon at a subsequent meeting; and policy changes or amendments to existing policy shall go through the policy review process prior to Board approval; and.

**BE IT FURTHER RESOLVED**, that the Board of Trustees will conduct a review of policies and regulations to maintain currency on a regular basis as deemed necessary and appropriate.

Amended & Adopted: 2023

Resolution -2023

**Reviewed, no changes: June 19, 2020**

**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: September 4, 2014**

**Resolution: 44-2014**

**Amended & Adopted: September 5, 2008**

**Resolution 14-2008**

**Adopted: July 20, 1994**

**Resolution 50-94**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ADOPTION OF  
BOARD OF TRUSTEES MEMBERSHIP HANDBOOK,  
BOARD OF TRUSTEES STANDING COMMITTEES,  
PARLIAMENTARY PROCEDURES AT A GLANCE**

**WHEREAS**, as part of the College's Institutional Assessment, the Board of Trustees has developed an Assessment Activity Strategy & Timeline that outlines major goals and objectives related to Accreditation Standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) goals; and

**WHEREAS**, these major goals include the development and implementation of a Board Development Plan, improving the conduct of Board business and meetings, strengthening of institutional relationships, establishment of standing committees within the Board, and improvement of the relationship with the GCC Foundation Board; and

**WHEREAS**, of the major goals of the Board, a number of objectives have been accomplished such as the development of a Membership Handbook; the establishment of ground rules for conducting and managing meetings utilizing the Parliamentary Procedures at a Glance publication as the Board's official reference and guidance; the establishment of Standing Committees of the Board that include their duties and responsibilities expected from each committee member; the continued representation of students by the Student Trustee who represents constituents by reporting activities and concerns at regularly scheduled Board meetings; and the continued collaboration between the Board of Trustees Chairperson and the Foundation Board members to strengthen relationships between the Trustees and Foundation board members; and

**WHEREAS**, the Board continues to move forward with its efforts to fulfill the objectives identified as a part of its own assessment process in compliance with ACCJC/WASC standards, and as mandated by GCC Policy 306.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees adopts the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook;
- GCC Board of Trustees ACCJC/WASC Standing Committees:
  - Academic Affairs Standing Committee
  - Finance & Administration Standing Committee;
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," latest edition.

**Page 2: GCC Board of Trustees Policy 111 – Adoption of Board of Trustees Membership Handbook, Board of Trustees Standing Committees, Parliamentary Procedures at a Glance**

**BE IT FURTHER RESOLVED**, that the above documents and processes, as deemed necessary, are subject to review, update and amendment by the Board of Trustees.

**Amended & Adopted: , 2023**  
**Resolution -2023**

**Amended & Adopted: June 19, 2020**  
**Resolution 5-2020**

**Reviewed, no changes: April 8, 2016** (*updated*)

**Amended & Adopted: July 24, 2014**  
**Resolution 27-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 15-2008**

**Adopted: August 1, 2006; Resolution 12-2006**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ADOPTION OF  
BOARD OF TRUSTEES MEMBERSHIP HANDBOOK,  
BOARD OF TRUSTEES STANDING COMMITTEES,  
PARLIAMENTARY PROCEDURES AT A GLANCE**

**WHEREAS**, as part of the College's Institutional Assessment, the Board of Trustees has developed an Assessment Activity Strategy & Timeline that outlines major goals and objectives related to Accreditation Standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) goals; and

**WHEREAS**, these major goals include the development ~~& and~~ implementation of a Board Development Plan, improving the conduct of Board business and meetings, strengthening of institutional relationships, establishment of standing committees within the Board, and improvement of the relationship with the GCC Foundation Board; and

**WHEREAS**, of the major goals of the Board, a number of objectives have been accomplished such as the development of a Membership Handbook; the establishment of ground rules for conducting and managing meetings utilizing the Parliamentary Procedures at a Glance publication as the Board's official reference and guidance; the establishment of Standing Committees of the Board that include their duties ~~& and~~ responsibilities expected from each committee member; the continued representation of students by the Student Trustee continues to represent who represents constituents by reporting activities and concerns at regularly scheduled Board meetings; and the continued collaboration between the Board of Trustees Chairperson continues to work closely with and the Foundation Board members to strengthen relationships between the Trustees and Foundation board members; and

**WHEREAS**, the Board continues to move forward with its efforts to fulfill the objectives identified as a part of its own assessment process in compliance with ACCJC/WASC standards, and as mandated by ~~BOT~~ GCC Policy 306.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees adopts the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook;
- GCC Board of Trustees ACCJC/WASC Standing Committees:
  - Academic Affairs Standing Committee
  - Finance & Administration Standing Committee;
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," latest edition.

**BE IT FURTHER RESOLVED**, that the above documents and processes, as deemed necessary, are subject to review, ~~updating~~ update and amendment by the Board of Trustees.

**Amended & Adopted \_\_\_\_\_, 2023; Resolution -2023**

**Amended & Adopted: June 19, 2020; Resolution 5-2020**

**Reviewed, no changes: April 8, 2016 (updated)**

**Amended & Adopted: July 24, 2014; Resolution 27-2014**

**Amended & Adopted: September 5, 2008; Resolution 15-2008**

**Adopted: August 1, 2006; Resolution 12-2006**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ACCESS TO BOARD POLICIES**

**WHEREAS**, the Board of Trustees periodically amends, deletes, or adds policies necessary for the efficient operation of the Guam Community College (“College”); and

**WHEREAS**, Board of Trustees policies may require the development of rules, regulations and guidelines for the proper administration of said policies; and

**WHEREAS**, knowledge of current Board policies and subsequently-developed rules, regulations and guidelines are essential to the smooth and efficient operation of the College.

**NOW, THEREFORE, BE IT FURTHER RESOLVED**, that access to a complete set of Board policies shall be made available online on the College website ([www.guamcc.edu](http://www.guamcc.edu)); and

**BE IT FURTHER RESOLVED**, that the Recording Secretary to the Board of Trustees is responsible for maintaining the currency of all said policies.

**Amended & Adopted:** , 2023  
**Resolution** -2023

**Reviewed, no changes:** June 19, 2020

**Reviewed, no changes:** July 15, 2016

**Amended & Adopted:** July 24, 2014  
**Resolution** 28-2014

**Amended & Adopted:** September 5, 2008  
**Resolution** 16-2008

**Adopted:** December 7, 1994  
**Resolution** 3-95

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ACCESS TO BOARD POLICIES**

**WHEREAS**, the Board of Trustees periodically amends, deletes, or adds policies necessary ~~to~~ for the efficient operation of the College; and

**WHEREAS**, ~~many~~ Board of Trustees policies may require the development of rules, regulations and guidelines for the proper administration of ~~the~~ said policies; and

**WHEREAS**, knowledge of current Board policies and subsequently-developed rules, regulations and guidelines ~~is~~ are essential to the smooth and efficient operation of the College.

**NOW, THEREFORE, BE IT FURTHER RESOLVED**, that access to a complete set of Board policies shall be made available online on the College website ([www.guamcc.edu](http://www.guamcc.edu)); ~~a complete set of Board of Trustees policies;~~ and

**BE IT FURTHER RESOLVED**, that the Recording Secretary to the Board of Trustees is responsible ~~to~~ for ~~maintaining~~ maintain the currency of all said ~~policy handbook~~ policies ~~by providing appropriate replacement/additional policies when approved by the Board of Trustees.~~

Amended & Adopted:        **2023**

Resolution        **2023**

**Reviewed, no changes: June 19, 2020**

**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: July 24, 2014**

**Resolution 28-2014**

**Amended & Adopted: September 5, 2008**

**Resolution 16-2008**

**Adopted: December 7, 1994**

**Resolution 3-95**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**PHILANTHROPY**

**WHEREAS**, the Guam Community College (“College”) Trustees and President, as well as the Foundation Board of Governors (“Foundation”), seek private funds to enhance the College’s ability to meet the higher education needs of its community, particularly toward a level of excellence that would otherwise not be possible given government funding levels and restraints on student tuition and fees; and

**WHEREAS**, the College seeks to provide appropriate recognition to donors for their generosity; and

**WHEREAS**, the College, the Foundation, and the Development & Alumni Relations Office personnel assist in the solicitation of gifts; and

**WHEREAS**, an appropriate reflection of the history of the College as well as consistency, fairness, fitting recognition, and good value in exchange for the honor or privilege of name association with a program, fund, or physical aspect of the College be maintained; and

**WHEREAS**, circumstances generally give rise to a naming opportunity such as in recognition of a distinguished service that may honor a gift of time or talent that has had a significant positive impact on the College over an extended period of years; and a gift of monetary value appropriate to the facility, program or fund being named; and

**WHEREAS**, naming opportunities may reflect individuals, families, organizations, foundations or corporations; and

**WHEREAS**, endowed funds established for a variety of purposes may also bear the donor's or designee's names; and

**WHEREAS**, sponsorship of physical property on campus through monetary gifts may occur; and

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees in consultation with the President and the Foundation reserve the right to consider any and all factors regarding the privilege of name association with the program, fund, or physical aspect of Guam Community College as particular acts and circumstances warrant; and



**Page 2: GCC Board of Trustees Policy 114 - Philanthropy**

**BE IT FURTHER RESOLVED**, that the final authority for any naming, memorial or tribute decision rests with the Board of Trustees.

**Amended & Adopted: 2023**  
**Resolution -2023**

**Reviewed, no changes: May 20, 2016**

**Adopted: April 4, 2012**  
**Resolution 8-2012**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**PHILANTHROPY**

**WHEREAS**, the Guam Community College (~~hereafter referred to as "the~~ ("College") Trustees and President, as well as the Foundation Board of Governors of the ~~Guam Community College Foundation~~ (~~hereafter referred to as "the~~ "Foundation"), seek private funds to enhance the College's ability to meet the higher education needs of its community, particularly toward a level of excellence that would otherwise not be possible given government funding levels and restraints on student tuition and fees; and

**WHEREAS**, the College seeks to provide appropriate recognition to donors for their generosity. ~~Although such recognition may take many forms (thank you letters, press conferences, etc.), this policy seeks to establish guidelines for the naming of facilities and programs as donor recognition; and~~

**WHEREAS**, ~~this policy serves as a guide for the Guam Community College Trustees, the President, the Foundation Board of Governors of the GCC Foundation (hereafter referred to as "the Foundation"), and the Development & Alumni Relations Office personnel and outside advisers who assist in the solicitation of gifts; and~~

**WHEREAS**, ~~this policy is established to assure an appropriate reflection of the history of the College as well as consistency, fairness, fitting recognition, and good value in exchange for the honor or privilege of name association with a program, fund, or physical aspect of the College be~~ maintained; and

**WHEREAS**, ~~this policy is intended only as a guide and allows for flexibility on a case-by-case basis; and~~

**WHEREAS**, circumstances generally give rise to a naming opportunity such as in recognition of a distinguished service that may honor a gift of time or talent that has had a significant positive impact on the College over an extended period of years; and a gift of monetary value appropriate to the facility, program or fund being named; and

**WHEREAS**, naming opportunities may reflect individuals, families, organizations, foundations or corporations; and

**WHEREAS**, endowed funds established for a variety of purposes may also bear the donor's or designee's names; and

**Page 2: GCC Board of Trustees Policy 114 - ~~Philanthropy~~/~~Philant~~/~~rropy~~ Page1**

**WHEREAS**, sponsorship of physical property on campus through monetary gifts may occur;  
and

**NOW, THEREFORE, BE IT RESOLVED**, that ~~the Board of Trustees in consultation with the College President and/or the College Foundation Board of Governors shall establish and adopt guidelines for the naming of facilities and programs as donor recognition; and~~

~~**BE IT FURTHER RESOLVED**, the Board of Trustees in consultation with the College President and/or the College Foundation Board of Governors reserve the right to consider any and all factors regarding the privilege of name association with the program, fund, or physical aspect of Guam Community College as particular acts and circumstances warrant; and~~

**BE IT FURTHER RESOLVED**, that the final authority for any naming, memorial or tribute decision rests with the Board of Trustees, ~~and the guidelines set forth in this policy are not to be deemed all inclusive and shall be updated as deemed necessary and appropriate.~~

**Amended & Adopted: 2023**  
**Resolution -2023**

**Adopted: \_\_\_\_\_ 2020**  
**Resolution No.: \_\_\_\_\_ 2020**  
**Reviewed, no changes: May 20, 2016**

**Adopted: April 4, 2012**  
**Resolution No.: 8-2012**

# Guam Community College

## Philanthropy at Guam Community College

Guam Community College (hereafter referred to as “the College”) Trustees and President, as well as the Board of Governors of the Guam Community College Foundation, seek private funds to enhance the College’s ability to meet the higher education needs of its community, particularly toward a level of excellence that would otherwise not be possible given government funding levels and restraints on student tuition and fees. To that end, the College seeks to provide appropriate recognition to donors for their generosity. Although such recognition may take many forms (thank you letters, press conferences, etc.), this policy seeks to establish guidelines for the naming of facilities and programs as donor recognition.

### Naming Policy

#### Purpose

This policy serves as a guideline for the Guam Community College Trustees, the President, the Board of Governors of the GCC Foundation (hereafter referred to as “the Foundation”), and Assistant Director of the Development & Alumni Relations Office and outside advisors who assist in the solicitation of gifts. It is established to assure an appropriate reflection of the history of the College as well as consistency, fairness, fitting recognition and good value in exchange for the honor or privilege of name association with a program, fund, or physical aspect of the College. As gift-giving is a personal gesture undertaken by either an individual or a entity, this policy is intended only as a guide and allows for flexibility on a case-by-case basis.

#### Naming Opportunities

Two circumstances generally give rise to a naming opportunity:

1. Naming in Recognition of Distinguished Service may honor a gift of time or talent that has had a significant positive impact on the College over an extended period of years. Such honor will typically be recommended no less than five years following the end of the individual’s service to the College. The President of the College, or a committee appointed by the President, is charged with determining whether the person proposed is worthy of the honor, as well as the degree of internal and external support for the proposed naming, prior to submitting to the Board of Trustees for approval.



2. A gift of monetary value appropriate to the facility, program or fund being named. Such gifts must comprise a substantial portion of the cost ("substantial" meaning 51% of the cost, or a contribution, while not a majority, is integral to project completion).

### **Donors**

Donors to be honored with naming opportunities may reflect individuals, families, organizations, foundations or corporations.

### **Endowments for Programs and Scholarships**

Endowed funds established for a variety of purposes may also bear the donor's or designee's name. These funds are generally coordinated by the Foundation in accordance with their Investment and Gift Acceptance policies. Endowment minimums are established by the Board of Trustees and are regularly reviewed for currency and appropriateness.

### **Physical Property**

Sponsorship of physical property on campus through monetary gifts may occur:

1. To pay for all or part of a new campus facility or improvement;
2. In conjunction with fundraising efforts on the part of the College or the Foundation.

Giving levels for the naming of physical property should be established through consultation among the College Trustees, Foundation Governors, and President. Some general guidelines include:

1. New construction, buildings or improvements may be named for a donor who has made a substantial monetary gift toward the cost of the project.
2. For existing buildings and facilities, dollar amounts will be established for a selected number of naming opportunities based on institutional priorities set by the President and the College Board of Trustees.
3. Giving levels may be established with either fixed or minimum dollar amounts for sponsorship of other physical property on campus. Such property may include but is not limited to pavers, benches, planters, fountains, gardens, equipment, musical instruments, meeting rooms, lounges, artwork, recreational facilities, and outdoor plazas. Amounts for these naming opportunities will be set and adjusted periodically by the President in consultation with the Foundation Board of Governors and the Board of Trustees.

### **Rights and Responsibilities**

The College President, in consultation with the donor, Foundation Board of Governors and the Board of Trustees, or other appropriate parties shall make decisions related to naming, memorial and tribute gifts, including but not limited to the following:

1. Public announcements: the right to determine content, timing, location and frequency of any announcements associated with the gift.
2. Physical markers: the right to approve the color, design, and size of any physical marker that provides information about the designee or donor and/or the nature of the gift or honor.
3. Care and maintenance: the right and responsibility to determine and carry out the exact nature of any ongoing care and maintenance of any memorial or tribute gifts or their physical markers.

### **General Provisions**

1. Naming recognition should enhance the reputation and prestige of the College and the donor.
2. Where a building or part has been named, the College will continue to use the name so long as the building, part or facility remains in use and serves its original function, unless otherwise stipulated at the time of gift acceptance. When the use of a building, room, or facility is changed such that it must be demolished, substantially renovated or rebuilt, the College may retain the use of the name or name another comparable room or facility.
3. It is the responsibility of individuals negotiating on behalf of the College to advise potential benefactors that naming is subject to approvals and decisions consistent with this policy.
4. Commitments made prior to adoption of this policy shall be honored.

### **Final Authority**

The final authority for any naming, memorial or tribute decision rests with the Board of Trustees. The guidelines set forth in this policy statement are not to be deemed all-inclusive. The Board of Trustees in consultation with the College President and/or the College Foundation Board of Governors reserve the right to consider any and all factors regarding the privilege of name association with the program, fund, or physical aspect of Guam Community College as particular acts and circumstances warrant.

**Reviewed, no changes: May 20, 2016**

**Adopted: April 4, 2012**

**Resolution No.: 8-2012**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**CODE OF TRUSTEE ETHICS AND CONDUCT**

**WHEREAS**, the Guam Community College (“College”) Board of Trustees (“Board”) recognizes that the education of students is the reason for the College’s existence; all other functions must support this purpose; and

**WHEREAS**, it is the duty of the Board to ensure that students receive the highest quality education in the most efficient manner possible.

**NOW, THEREFORE, BE IT RESOLVED**, that in the performance of their governance responsibilities, the Board of Trustees shall:

1. Recognize that the primary responsibility of the Board is to govern the College in the best interests of the educational needs of the Territory.
2. Promote and encourage open, mutually supportive and accountable participation of students, faculty and staff in the governance process.
3. Communicate and promote the needs of the community to the College and the needs of the College to the community.
4. Encourage and support open access to the Board while maintaining appropriate and well-defined College communication and decision-making channels.
5. Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the Board is as a unit; that the majority decisions of the Board shall be supported even when personally opposed; and that a single Board member has no authority to act on behalf of the Board, unless so authorized.
6. Develop and maintain good relations with fellow Board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation.
7. Maintain consistent and vigilant oversight of the College with emphasis on instructional quality, operational efficiency and fiscal stability.
8. Promote a healthy working relationship with the President through supportive, open and honest communication and regular evaluation.
9. Delegate authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.
10. Act honestly and openly at all times following the letter and intent of all applicable Local and Federal Laws and keeping the confidentiality of privileged information.
11. Avoid all conflicts of interest and the appearance of conflicts of interest and not using the position as Trustee for personal gain.



**Page 2: GCC Board of Trustees Policy 115 – Code of Trustee Ethics and Conduct**

12. Devote time to educational and informational activities which will enhance one's personal ability to function effectively as a member of the Board of Trustees.
13. Maintain confidentiality of all Board discussions held in closed sessions and recognize that deliberations of the Board in closed sessions are not to be released or discussed in public without the prior approval of the Board by majority vote.

**Amended & Adopted:                   , 2023**  
**Resolution           -2023**

**Amended & Adopted: December 23, 2021**  
**Resolution 15-2021**

**Reviewed, no changes: July 15, 2016**

**Reviewed, no changes: July 24, 2014**

**Reviewed & Adopted: September 5, 2008**  
**Resolution 17-2008**

**Adopted: March 16, 1994**  
**Resolution 12-94**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**CODE OF TRUSTEE ETHICS AND CONDUCT**

**WHEREAS**, the Guam Community College (“College”) Board of Trustees (~~“Board”~~) ~~Trustees~~ recognizes that the education of students is the reason for the College’s existence; all other functions must support this purpose; and

**WHEREAS**, it is the duty of the ~~Board of Trustees~~ Board of Guam Community College to ensure that students receive the highest quality education in the most efficient manner possible.

**NOW, THEREFORE, BE IT RESOLVED**, that in the performance of their governance responsibilities, the Board of Trustees shall:

1. Recognize that the primary responsibility of the Board is to govern the College in the best interests of the educational needs of the Territory.
2. Promote and encourage open, mutually supportive and accountable participation of students, faculty and staff in the governance process.
3. Communicate and promote the needs of the community to the College and the needs of the College to the community.
4. Encourage and support open access to the Board while maintaining appropriate and well-defined College communication and decision-making channels.
5. Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the Board is as a unit; that the majority decisions of the Board shall be supported even when personally opposed; and that a single Board member has no authority to act on behalf of the Board, unless so authorized.
6. Develop and maintain good relations with fellow Board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation.
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9. Delegate authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.
10. Act honestly and openly at all times following the letter and intent of all applicable Local and Federal Laws and keeping the confidentiality of privileged information.
11. Avoid all conflicts of interest and the appearance of conflicts of interest and not using the position as Trustee for personal gain.
12. Devote time to educational and informational activities which will enhance one's personal ability to function effectively as a member of the Board of Trustees.

**Page 2: GCC Board of Trustees Policy 115 – Code of Trustee Ethics and Conduct**

13. Maintain confidentiality of all Board discussions held in closed sessions and recognize that deliberations of the Board in closed sessions are not to be released or discussed in public without the prior approval of the Board by majority vote.

**Amended & Adopted: \_\_\_\_\_, 2023**  
**Resolution -2023**

**Amended & Adopted: December 23, 2021**  
**Resolution 15-2021**

**Reviewed, no changes: July 15, 2016**

**Reviewed, no changes: July 24, 2014**

**Reviewed & Adopted: September 5, 2008**  
**Resolution 17-2008**

**Adopted: March 16, 1994**  
**Resolution 12-94**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ORIENTATION OF NEW BOARD OF TRUSTEES MEMBERS**

**WHEREAS**, the Guam Community College (“GCC”) Board of Trustees are appointed by the Governor to represent the community; and

**WHEREAS**, the Student Trustee is elected by the GCC students; and

**WHEREAS**, in order to be effective, each new member appointed or elected needs to have a basic understanding of the roles, functions, and responsibilities of trustee membership; and

**WHEREAS**, a role of the current Trustees is to serve as informational resources for new members so that new members might better carry out their trusteeship.

**NOW, THEREFORE, BE IT RESOLVED**, that each person appointed or elected to the Board of Trustees shall be provided with an orientation designed to allow that individual to become a fully-participating Board member within the shortest period of time possible. Said orientation is the joint responsibility of the Chairperson of the Board of Trustees, and the President of the College or their designee. Said orientation shall take place within one month of the person's appointment to the Board and shall include at a minimum:

1. An explanation of the duties and responsibilities of the Board of Trustees.
2. A tour of the campus.
3. A general orientation to the current status/activities of Guam Community College.
4. An explanation of the GCC Foundation and its relationship with the Board of Trustees.
5. Such materials (provided electronically) as are deemed important to the proper functioning of the new Board member. Such materials may include:
  - A. A copy of the current operational budgets.
  - B. A copy of TRUSTEES ROLES AND RESPONSIBILITIES AND TRUSTEE DECISION MAKING.
  - C. Copies of the minutes of all Board of Trustees meetings of the last six months.
  - D. Guam Public Law 14-77 (Title 17, Guam Code Annotated, Div. 4, Chapters 30-34).

**Page 2: GCC Board of Trustees Policy 120 – Orientation of new Board of Trustees Members**

- E. Board of Trustees Policy Handbook.
- F. Board of Trustees Membership Handbook.

**Amended & Adopted: , 2023**  
**Resolution - 2023**

**Reviewed, no changes: June 19, 2020**

**Amended & Adopted: July 15, 2016**  
**Resolution 6-2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 29-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 18-2008**

**Adopted: March 16, 1994**  
**Resolution 1-93**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ORIENTATION OF NEW BOARD OF TRUSTEES MEMBERS**

**WHEREAS**, ~~the~~ the Guam Community College ("GCC") Board of Trustees ~~members~~ are appointed by the Governor to represent the community; and

**WHEREAS**, ~~the~~ the Student Trustee is elected by the GCC students ~~members~~; and

**WHEREAS**, in order to be effective, each new member appointed or elected needs to have a basic understanding of the roles, functions, and responsibilities of trustee membership; and

**WHEREAS**, a role of the current Trustees is to ~~provide an serve as~~ provide informational ~~foundation resources~~ resources for new members so that new members might better carry out ~~the~~ their trusteeship;

**NOW, THEREFORE, BE IT RESOLVED**, that each person appointed or elected to the Board of Trustees shall be provided with an orientation designed to allow that individual to become a fully-participating Board member within the shortest period of time possible. Said orientation is the joint responsibility of the Chairperson of the Board of Trustees, and the President of the College or their delegates ~~designee~~. Said orientation shall take place within one month of the person's appointment to the Board and shall include ~~as~~ at a minimum:

1. An explanation of the duties and responsibilities of the Board of Trustees.
2. A tour of the campus.
3. A general orientation to the current status/activities of Guam Community College.
4. An explanation of the GCC Foundation and its relationship with the Board of Trustees.
5. Such materials (provided electronically) as are deemed important to the proper functioning of the new Board member. Such materials may include:
  - A. A copy of the current operational budgets ~~and the Non-Appropriated Fund budget~~.
  - B. A copy of TRUSTEES ROLES AND RESPONSIBILITIES AND TRUSTEE DECISION MAKING.
  - C. Copies of the minutes of all Board of Trustees meetings of the last six months.
  - D. Public Law 14-77 (Enabling Act of Guam Community College, as amended by Public Law 31-99 in 2011), (Title 17, Guam Code Annotated, Div. 4, Chapters 30-34)
  - ~~E.~~ E. Board of Trustees Policy Handbook.
  - ~~F.~~ F. Board of Trustees Membership Handbook.

Amended & Adopted: \_\_\_\_\_, 2023  
Resolution - 2023

**Reviewed, no changes: June 19, 2020**

**Amended & Adopted: July 15, 2016**  
**Resolution 6-2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 29-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 18-2008**

**Adopted: March 16, 1994**  
**Resolution 1-93**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**PROFESSIONAL ASSOCIATIONS**

**WHEREAS**, Guam Community College exists as a part of a network of educational institutions; and

**WHEREAS**, there are benefits to be derived from intellectual dialogue with board members and employees of other educational institutions; and

**WHEREAS**, it is important to discuss mutual concerns and problems with others similarly involved in an effort to find innovative ways to address these concerns and problems.

**NOW, THEREFORE, BE IT RESOLVED**, that Guam Community College shall maintain membership in the Accrediting Commission for Community and Junior Colleges (ACCJC) as the College's accrediting body and other relevant associations as the Board of Trustees may choose; and

**BE IT FURTHER RESOLVED**, that the Board of Trustees members and Guam Community College employees are encouraged to maintain individual membership and involvement in other educational associations, as appropriate.

**Amended & Adopted:** , 2023  
**Resolution** - 2023

**Amended & Adopted: June 19, 2020**  
**Resolution 6-2020**

**Amended & Adopted: July 15, 2016**  
**Resolution 7-2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 30-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 19-2008**

**Adopted: July 20, 1994**  
**Resolution 48-94**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**PROFESSIONAL ASSOCIATIONS**

**WHEREAS**, Guam Community College exists as a part of a ~~community-network~~ of educational institutions; and

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**Amended & Adopted:** \_\_\_\_\_, 2023  
**Resolution** \_\_\_\_\_ - 2023

**Amended & Adopted: June 19, 2020**  
**Resolution 6-2020**

**Amended & Adopted: July 15, 2016**  
**Resolution 7-2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 30-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 19-2008**

**Adopted: July 20, 1994**  
**Resolution 48-94**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**POLICY ON LEGISLATIVE TESTIMONY**

**WHEREAS**, many matters come before *I Liheslaturan Guåhan* (the Guam Legislature) in the bills proposing new laws; and

**WHEREAS**, many of these proposed bills directly or indirectly affect Guam Community College (“College”); and

**WHEREAS**, it is the responsibility of the Board of Trustees and the President to develop testimony which represents the best interests of the College community.

**NOW, THEREFORE, BE IT RESOLVED**, that it shall be the responsibility of the President, or his/her designee, to keep current on proposed bills to determine which may affect the College and provide testimony as deemed necessary and appropriate; and

**BE IT FURTHER RESOLVED**, the President shall advise the Board of testimony given; and whenever possible and as necessary, said testimony will be routed to or discussed with all Board members for their input prior to the final version being developed. All members shall receive a copy of the final version. Said testimony shall be delivered by the person or persons designated by the Board Chairperson.

**Amended & Adopted:** \_\_\_\_\_ 2023  
**Resolution** \_\_\_\_\_ 2023

**Amended & Adopted:** June 19, 2020  
**Resolution** 7-2020

**Reviewed, no changes:** July 15, 2016

**Amended & Adopted:** July 24, 2014  
**Resolution** 31-2014

**Amended & Adopted:** September 5, 2008  
**Resolution** 20-2008

**Adopted:** March 16, 1994  
**Resolution** 11-94

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**POLICY ON LEGISLATIVE TESTIMONY**

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Amended & Adopted: 2023  
Resolution 2023

**Amended & Adopted: June 19, 2020**  
**Resolution 7-2020**

**Reviewed, no changes: July 15, 2016**

**Amended & Adopted: July 24, 2014**  
**Resolution 31-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 20-2008**

**Adopted: March 16, 1994**  
**Resolution 11-94**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ACTING PRESIDENT**

**WHEREAS**, the Guam Community College (“College”) President serves in a dual capacity as President of the College and as Executive Officer of the Board of Trustees; and

**WHEREAS**, it is sometimes necessary for the President to be off-island; and

**WHEREAS**, there may be occasions when the President is unable to perform his/her duties due to absence, illness, or incapacitation; and

**WHEREAS**, it is vital that leadership and responsibility for the overall operation of the College be maintained despite the absence, illness, or incapacitation of the President.

**NOW, THEREFORE, BE IT RESOLVED**, that when it becomes necessary for the President to travel off-island, the President shall appoint an Acting President from among the Vice Presidents or other designated Academic Administrator and shall advise the Board; and

**BE IT FURTHER RESOLVED**, that should the President be unable to perform his/her duties in case of an emergency, the Board of Trustees Chairperson, in consultation with the other Board Members, shall appoint an Acting President from among the Vice Presidents or other designated Academic Administrator who shall serve until such time that the President is able to return to work; and

**BE IT FURTHER RESOLVED**, that an employee who is appointed to serve temporarily in an acting capacity as President of the College shall be compensated during the period of such services by a pay differential to be added to his/her base rate of pay, measured by the difference in amount between the step in the pay grade he/she holds and the salary paid the President; and

**BE IT FURTHER RESOLVED**, that compensation following appointment in an acting capacity shall not be less than 30 calendar days and not to exceed one year. Pay differential shall be deferred until the employee has served 30 consecutive calendar days in an acting capacity.

**Amended & Adopted: \_\_\_\_\_, 2023  
Resolution - 2023**

**Reviewed, no changes: June 19, 2020**

**Reviewed, no changes: April 8, 2016**

**Amended & Adopted: January 10, 2014  
Resolution 4-2014**

**Amended & Adopted: September 5, 2008  
Resolution 21-2008**

**Amended: June 7, 2000**

**Amended: July 1, 1998**

**Adopted: July 20, 1994  
Resolution 49-94**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ACTING PRESIDENT**

**WHEREAS**, the Guam Community College ("College") President serves in a dual capacity as President of the College and as Executive Officer of the Board of Trustees; and

**WHEREAS**, it is sometimes necessary for the President to be off-island; and

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**BE IT FURTHER RESOLVED**, that an employee who is appointed to serve temporarily in an acting capacity as President of the College shall be compensated during the period of such services by a payment differential to be added to his/her base rate of pay, measured by the difference in amount between the step in the pay grade he/she holds and the salary paid the President; and

**BE IT FURTHER RESOLVED**, that compensation following appointment in an acting capacity shall not be less than 30 calendar days and not to exceed one year. Payment differential shall be deferred until the employee has served 30 consecutive calendar days in an acting capacity.

Amended & Adopted: \_\_\_\_\_, 2023  
Resolution - 2023

**Reviewed, no changes: June 19, 2020**  
**Reviewed, no changes: April 8, 2016**

**Amended & Adopted: January 10, 2014**  
**Resolution 4-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution 21-2008**

Amended: June 7, 2000  
Amended: July 1, 1998

**Adopted: July 20, 1994**  
**Resolution 49-94**  
**Amended: July 1, 1998**  
**Amended: June 7, 2000**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ORGANIZATIONAL CHART OF GUAM COMMUNITY COLLEGE**

**WHEREAS**, the Guam Community College ( “GCC” or “College”) was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) and is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges; and

**WHEREAS**, pursuant to 17 GCA, §32101, the GCC Board of Trustees (“BOT”) “is authorized to determine the College’s organizational structure and the composition of divisions of programs as it deems appropriate to achieve its mission as outlined within Division 4 of Title 17 of the Guam Code Annotated;” and

**WHEREAS**, the President and the Human Resources Office has an Organizational Chart that reflects the current organization of the College; and

**WHEREAS**, on August 20, 2021, the BOT reviewed and approved the restructure of the GCC Organization Chart.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees formally adopts the August 20, 2021 Organization Chart attached herein as a current reflection of the College’s structure.

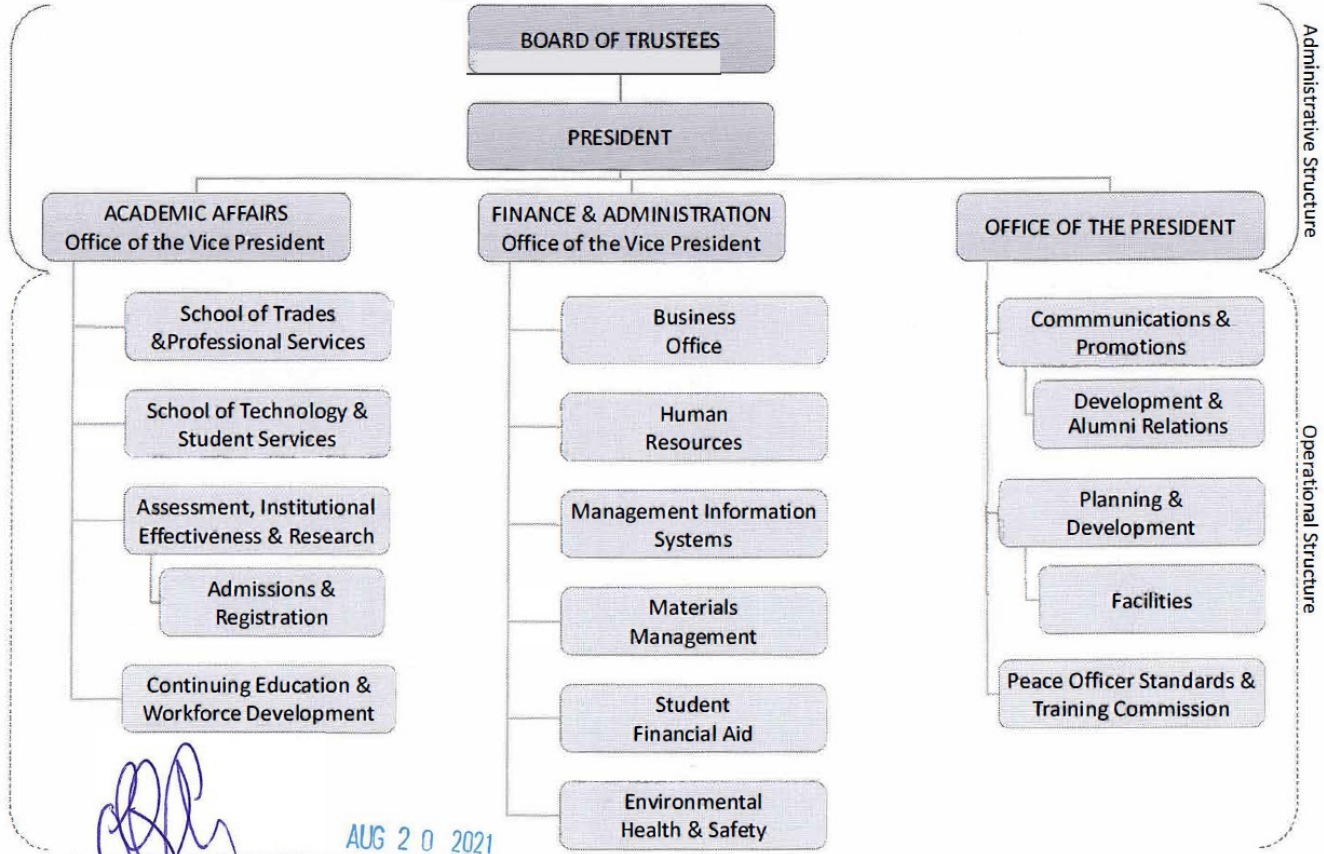
**Amended & Adopted: \_\_\_\_\_, 2023  
Resolution \_\_\_-2023**

**Amended & Adopted: July 24, 2014  
Resolution 32-2014**

**Amended & Adopted: September 5, 2008  
Resolution 22-2008**

**Adopted: May 15, 2001  
Resolution 5-2001**

# Guam Community College Organizational Chart



  
 Frank B. Arriola, Chairperson

AUG 20 2021  
 Date

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**ORGANIZATIONAL CHART OF GUAM COMMUNITY COLLEGE**

WHEREAS, the Guam Community College (“GCC” or “College”) was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) and is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges; and

WHEREAS, pursuant to 17 GCA, §32101, the GCC Board of Trustees (“BOT”) “is authorized to determine the College’s organizational structure and the composition of divisions of programs as it deems appropriate to achieve its mission as outlined within Division 4 of Title 17 of the Guam Code Annotated;” and

WHEREAS, the Professional Technological Institute, Office of the Vice President, created by the Board of Trustees on September 16, 1998 is no longer an active Division of the College; and

WHEREAS, the College has merged the functions of the former Professional Technological Institute into the Academic Affairs Division, School of Trades and Professional Services; and

WHEREAS, the President and the Human Resources Office has drafted an Organizational Chart that reflects the current organization of the College; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees formally adopts the Organizational Chart as a current reflection of the institution’s structure

WHEREAS, on August 20, 2021, the BOT reviewed and approved the restructure of the GCC Organization Chart.

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees formally adopts the August 20, 2021 Organization Chart attached herein as a current reflection of the College’s structure.

Amended & Adopted: \_\_\_\_\_, 2023  
Resolution No. -2023

**Amended & Adopted: July 24, 2014**  
**Resolution No. 32-2014**

**Amended & Adopted: September 5, 2008**  
**Resolution No. 22-2008**

**Adopted: May 15, 2001**  
**Resolution 5-2001**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**GCC AS A TOBACCO PRODUCT, ELECTRONIC CIGARETTE  
AND BETEL\_NUT-FREE CAMPUS**

**WHEREAS**, tobacco is a legally available consumer product which kills people when used entirely as intended; and

**WHEREAS**, second-hand smoke contains poisonous chemicals such as arsenic, hydrogen cyanide, ammonia, and carbon monoxide; and

**WHEREAS**, the Environmental Protection Agency has classified secondhand smoke as a Group A carcinogen, a substance known to cause cancer in humans, and the EPA does not recognize a safe level of exposure to Group A carcinogens; and

**WHEREAS**, indisputable scientific evidence exists that links tobacco use and exposure to second-hand tobacco smoke to pulmonary and cardiovascular diseases and cancer; and

**WHEREAS**, over 60 percent of all Guam cancer deaths are tobacco related; and

**WHEREAS**, the percentage of Guam's people who smoke is one of the highest of all U.S. states and territories; and

**WHEREAS**, smoking rates among Guam adults continue to increase despite the fact that over half of the current smokers have recently attempted to quit; and

**WHEREAS**, 23.3% of middle school students and 31.6% of high school students in Guam are current smokers, according to the 2003 Youth Risk Behavior Survey; and

**WHEREAS**, Guam Public Law 21-139, Guam's Clean Indoor Air Act of 1992, prohibits smoking in all enclosed public places and requires restaurants to designate at least 50% of their restaurant seating as non-smoking; and

**WHEREAS**, Guam Public Law 34-01, the Youth Protection Act of 2017, clarifies the definition of electronic cigarettes (also known as "vapes") and raising the minimum age of legal access to tobacco products and electronic cigarettes/vapes to twenty-one (21) years; and

**WHEREAS**, Guam Public Law 28-2035-47), amends the Natasha Perez Protection Act of 2005, which prohibits smoking in all enclosed public places and within twenty (20) feet of the entrance or exit of enclosed public places; Guam restaurants, except for restaurants that turn into bars late at night; and

**WHEREAS**, Guam Public Law 34-01, the Youth Protection Act of 2017, clarifying the definition of electronic cigarettes, and raising the minimum age of legal access to tobacco products and electronic cigarettes to twenty-one (21) years; and

**WHEREAS**, Guam Community College is committed to promoting the health, wellness and social well-being of its students, staff, faculty and the people of Guam and the Western Pacific; and

**WHEREAS**, betel\_nut and tobacco products, when chewed and expectorated, represent a significant health hazard by increasing the opportunity for exposure to various communicable diseases through saliva and air borne contaminants; and

**WHEREAS**, the use of any electronic cigarette (e-cigs/vapes) devices are prohibited on campus; and

**WHEREAS**, GCC recognizes the impact the use of these products has on users, and in line with the actions taken by elected leaders, ~~seeks to reduce~~prohibits its use of these products ~~access and usage~~ on campus and other College related activities ~~by individuals under the legal age of 21~~; and

**WHEREAS**, GCC desires to set a good public example as a responsible, health conscious public institution; and

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees approves the ban of tobacco products, electronic cigarette (e-cigs/vapes) devices, and the use of betel\_nut on the GCC campus.

Amended & Adopted: 2023  
Resolution -2023

Reviewed, no changes: April 8, 2016

Amended & Adopted: May 30, 2013  
Resolution No: 6-2013

Amended & Adopted: September 5, 2008  
Resolution No: 31-2008

Adopted: March 9, 2006  
Resolution 3-2006

**DRAFT**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**COMPREHENSIVE ASSESSMENT OF INSTRUCTIONAL PROGRAMS,  
STUDENT SERVICES, ADMINISTRATIVE UNITS AND THE BOARD OF  
TRUSTEES**

**WHEREAS**, Guam Community College remains steadfast in its commitment to provide the citizens of Guam and the region with quality educational programs and services that undergo systematic and continual assessment; and

**WHEREAS**, the Board adopted an established cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and career and technical training;

Ensure appropriate allocation of resources;

Determine the program's effectiveness and implement program improvement strategies; and

**WHEREAS**, Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards requires that GCC conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement; and

**WHEREAS**, the regular cycle of assessment at GCC should be a one-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units; and

**WHEREAS**, the Board of Trustees and the Foundation Board, shall set an example of compliance with the accreditation standards.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees assigns the responsibility to the President and his/her designee, with consultation from the Committee on College Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the College; and

**Page 2: GCC Board of Trustees Policy 306 - Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees**

**BE IT FURTHER RESOLVED**, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees shall be in effect each academic year.

**Amended & Adopted: 2023**  
**Resolution - 2023**

**Amended & Adopted: May 6, 2022**  
**Resolution 1-2022**

**Amended & Adopted: August 11, 2017**  
**Resolution 8-2017**

**Amended & Adopted: December 11, 2014**  
**Resolution 46-2014**

**Amended & Adopted: November 17, 2008**  
**Resolution 58-2008**

**Adopted: September 4, 2002**  
**Resolution 13-2002**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**COMPREHENSIVE ASSESSMENT OF INSTRUCTIONAL PROGRAMS,  
STUDENT SERVICES, ADMINISTRATIVE UNITS AND THE BOARD OF  
TRUSTEES**

**WHEREAS**, Guam Community College remains steadfast in its commitment to provide the citizens of Guam and the region with quality educational programs and services that undergo systematic and continual assessment; and

**WHEREAS**, the Board adopted an established cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and career and technical training;

Ensure appropriate allocation of resources;

Determine the program's effectiveness and implement program improvement strategies; and [MOU1]

**WHEREAS**, Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards requires that GCC conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement: (Standard 2.9) a comprehensive assessment process for all instructional programs, student services and administrative units on campus; and

~~**WHEREAS**, assessment of student learning outcomes must be the cornerstone of all assessment activities, as indicated in the accreditation standards; and~~

**WHEREAS**, the regular cycle of assessment at GCC should be ~~on a one~~ one two-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units; and

**WHEREAS**, the Board of Trustees and the Foundation Board, shall set an example of compliance with the accreditation standards.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees assigns the responsibility to the President and ~~of~~ his/her designee, with consultation from the Committee on College Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the College; and

**Page 2: GCC Board of Trustees Policy 306 - Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees**

**BE IT FURTHER RESOLVED**, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees shall be in effect each academic year.

**Amended & Adopted: 2023**  
**Resolution - 2023**

**Amended & Adopted: May 6, 2022**  
**Resolution 1-2022**

**Amended & Adopted: August 11, 2017**  
**Resolution 8-2017**

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**Resolution 58-2008**

**Adopted: September 4, 2002**  
**Resolution 13-2002**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**PROFESSIONAL DEVELOPMENT**

**WHEREAS**, the Board of Trustees recognizes the importance of well-trained employees to more effectively carry out the mission of the College; and

**WHEREAS**, the Board of Trustees is committed to providing resources to support professional development activities at the institutional level; and

**WHEREAS**, procedures for the selection of administrators, faculty and staff professional development are on file in the office of the President of the College.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees establishes a Professional Development Account of the Non-Appropriated Fund for the professional development of faculty and support personnel. The President shall annually submit a budget for professional development for approval by the Board of Trustees.

**BE IT FURTHER RESOLVED**, that the Board of Trustees authorizes the following:

1. The selection of faculty will be through the Professional Development Initiative Committee (PDIC), in alignment with procedures established for the comprehensive institutional professional development plan. The recommendation of selected faculty will then go to the Deans, Academic Vice President and the President for final approval.
2. The selection of administrators and staff will be through the Administrators/Staff Professional Development Committee. The recommendation of selected staff and administrators will then go to the President for final approval.

**BE IT FURTHER RESOLVED**, that it is the policy of the Board of Trustees that professional development activities will be undertaken outside of the employee's normal working hours. In the event that a workshop or course is only offered during working hours, the supervisor may arrange for the employee to make up hours, as necessary and appropriate; and

**BE IT FURTHER RESOLVED**, that administrative leave may be granted for professional development activities under any of the following conditions:

1. The scheduling of the professional development activity will not compromise the critical operations of the department and the Guam Community College.
2. The professional development activity is required by the employee's supervisor as part of an employee improvement plan.
3. The professional development activity is conducted off-island.

**Page 2: GCC Board of Trustees Policy 400 – Professional Development**

4. The professional development activity is an integral part of the employee's job classification.
5. The professional development activity is offered only during normal working hours.

**Amended & Adopted:  
Resolution -2023**

**Reviewed with no changes: August 11, 2017**

**Amended & Adopted: January 13, 2015  
Resolution 1-2015**

**Amended & Adopted: January 8, 2009  
Resolution 1-2009**

**Adopted: July 20, 1994  
Resolution 24-94**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**PROFESSIONAL DEVELOPMENT**

**WHEREAS**, the Board of Trustees recognizes the importance of ~~well-trained~~well-trained employees to more effectively carry out the mission of the College; and

**WHEREAS**, the Board of Trustees is committed to providing resources to support professional development activities at the institutional level; and

**WHEREAS**, procedures for the selection of administrators, faculty and staff professional development are on file in the office of the President of the College.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees establishes a Professional Development Account of the Non-Appropriated Fund for the professional development of faculty and support personnel. The President shall annually submit a budget for professional development for approval by the Board of Trustees.

**BE IT FURTHER RESOLVED**, that the Board of Trustees authorizes the following:

1. The selection of faculty will be through the Professional Development ~~Review Initiative~~ Committee (PDI~~RC~~), in alignment with procedures established for the comprehensive institutional professional development plan. The recommendation of selected faculty will then go to the Deans, Academic Vice President and the President for final approval.
2. The selection of administrators and staff will be through the Administrators/Staff Professional Development Committee. The recommendation of selected staff and administrators will then go to the President for final approval.

**BE IT FURTHER RESOLVED**, that it is the policy of the Board of Trustees that professional development activities will be undertaken outside of the employee's normal working hours. In the event that a workshop or course is only offered during working hours, the supervisor may ~~make arrangements~~arrange for the employee to make up hours, as necessary and ~~appropriate~~; and

**BE IT FURTHER RESOLVED**, that administrative leave may be granted for professional development activities under any of the following conditions:

1. The scheduling of the professional development activity will not compromise the critical operations of the department and the Guam Community College.
2. The professional development activity is required by the employee's supervisor as part of an employee improvement plan.
3. The professional development activity is conducted off-island.
4. The professional development activity is an integral part of the employee's job classification.
5. The professional development activity is offered only during normal working hours.

**Amended & Adopted:**  
**Resolution -2023**

**Reviewed with no changes: August 11, 2017**  
**Amended and Adopted: January 13, 2015**  
**Resolution 1-2015**

**Amended and Adopted: January 8, 2009**  
**Resolution 1-2009**

**Adopted: July 20, 1994**  
**Resolution 24-94**



**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**TWELVE-MONTH FACULTY**

**WHEREAS**, the Guam Community College ("College") operates secondary and post-secondary vocational programs, adult and continuing education, community education, and short-term specialized training beyond the academic year; and

**WHEREAS**, the operation of these programs require faculty to perform non-teaching duties on a twelve-month basis; and

**WHEREAS**, the College recognizes the need to provide an orderly, equitable procedure for the voluntary assumption of non-teaching duties that require performance throughout a twelve-month work year, and to provide a procedure for the return to nine-month status.

**NOW, THEREFORE, BE IT RESOLVED**, that there is established within the College's faculty classification system a twelve-month faculty position. The duties and responsibilities of the position involve planning, development or implementation of program(s) of instruction, curriculum or student services which by their nature must be performed outside of the regular classroom and the academic year; and

**BE IT FURTHER RESOLVED**, that a 9-month faculty who transfers to the twelve-month faculty position shall retain the same salary plus 30%, receive service credit in the transferred position, be placed on the annual leave accumulation policy as per the formula in the government code, and retain all benefits, including promotional opportunities and participation on faculty committees. The duty year will change from an academic year to a twelve-month year, which includes a transfer from a 35 to 40-hour work week. An employee making a transfer after the first day of the academic year will be paid cash for earned pro-rata summer leave and will then be placed on the annual leave accumulation policy; and

**BE IT FURTHER RESOLVED**, that upon return to a 9-month faculty position, any unused annual leave will be retained in the employee's personnel record and the employee will resume earning summer vacation leave. The faculty member will retain the same salary as other 9-month faculty and will receive service credit as though said service was rendered as a 9-month faculty; and



**Page 2: GCC Board of Trustees Policy 435 – Twelve-Month Faculty**

**BE IT FURTHER RESOLVED**, that a person hired into a twelve-month faculty position will be assigned a faculty rank consistent with the College ranking system. The new faculty member will be placed under the annual leave accumulation policy and will be entitled to all the benefits to which faculty are entitled.

**Amended & Adopted:           , 2023**  
**Resolution -2023**

**Amended & Adopted: January 8, 2009**  
**Resolution 6-2009**

**Adopted: July 5, 1995**  
**Resolution 11-95**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**TWELVE-MONTH FACULTY**

**WHEREAS**, the Guam Community College ("College") operates secondary and post-secondary vocational programs, adult and continuing education, community education, and short-term specialized training beyond the academic year; and

**WHEREAS**, the operation of these programs require faculty to perform non-teaching duties on a twelve-month basis; and

**WHEREAS**, the ~~Guam Community~~ College recognizes the need to provide an orderly, equitable procedure for the voluntary assumption of non-teaching duties that require performance throughout a ~~twelve-month~~ twelve-month work year, and to provide a procedure for the return to ~~nine-month~~ nine-month status; and

**NOW, THEREFORE, BE IT RESOLVED, THAT,** ~~that there~~ is established within the College's faculty classification system a twelve-month faculty position. The duties and responsibilities of the position involve planning, development or implementation of program(s) of instruction, curriculum or student services which by their nature must be performed outside of the regular classroom and the academic year; and

**BE IT FURTHER RESOLVED, THAT,** ~~that an academic year~~ 9-month faculty who transfers to the twelve-month faculty position shall retain the same salary plus 30%, receive service credit in the transferred position, be placed on the annual leave accumulation policy as per the formula in the government code, and retain all benefits, including promotional opportunities and participation on faculty committees. The duty year will change from an academic year to a twelve-month year, which includes a transfer from a 35 to 40-hour work week. An employee making a transfer after the first day of the academic year will be paid cash for earned pro-rata summer leave and will then be placed on the annual leave accumulation policy; and

**BE IT FURTHER RESOLVED, THAT,** ~~that~~ upon return to a 9-month ~~an academic year~~ faculty position, any unused annual leave will be retained in the employee's personnel record and the employee will resume earning summer vacation leave. The faculty member will retain the same salary as other ~~academic year~~ 9-month faculty and will receive service credit as though said service was rendered as ~~an academic year~~ 9-month faculty; and

**BE IT FURTHER RESOLVED THAT,** ~~that~~ a person hired ~~directly~~ into a twelve-month faculty position will be assigned a faculty rank consistent with the College ranking system. The new faculty member will be placed under the annual leave accumulation policy and will be entitled to all the benefits to which faculty are entitled.

**Amended & Adopted: \_\_\_\_\_, 2023**  
**Resolution -2023**

**Amended & Adopted: January 8, 2009**  
**Resolution 6-2009**

**Adopted: July 5, 1995**  
**Resolution 11-95**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**MERIT BONUS POLICY**

**WHEREAS**, the Guam Community College (“College”) acknowledges the entitlement, in accordance with and pursuant to any other applicable legal authority, of qualifying employees to be awarded merit bonus payments pursuant to 4 GCA §6203, and its intent to award merit bonuses in accordance with that statute; and

**WHEREAS**, the College acknowledges the Merit Bonus Supplemental Justification Evaluation Form and the Merit Bonus Supplemental Justification Policy created by the Department of Administration in order to justify a “Superior” performance rating for qualifying employees.

**NOW, THEREFORE, BE IT RESOLVED**, that pursuant to 4 GCA §6203, approved merit bonuses shall be awarded to qualifying employees by a lump sum bonus payment equivalent to 3.5% of the employee’s salary after their new increment step is granted for up to three prior years; and

**BE IT FURTHER RESOLVED**, that the Board of Trustees (“BOT”) acknowledges that the College may seek an appropriation to fund the payment of merit bonuses to eligible employees; and

**BE IT FURTHER RESOLVED**, that the BOT recognizes the statutory limitations imposed by the applicable law, limits the eligibility of qualifying employees to receive merit bonuses beyond this three-year period; and

**BE IT FURTHER RESOLVED**, that the College may, upon the BOT’s approval, promulgate additional rules and regulations to ensure the payment of merit bonuses to eligible employees.

**Amended & Adopted: \_\_\_\_\_ 2023  
Resolution \_\_-2023**

**Amended & Adopted: September 9, 2022  
Resolution 20-2022**

**Reviewed with no changes: August 11, 2017**

**Adopted: August 30, 2013  
Resolution 8-2013**

**GUAM COMMUNITY COLLEGE  
Board of Trustees**

**GCC'S MERIT BONUS POLICY**

~~WHEREAS, the Guam Community College ("College") Board of Trustees wishes to~~ acknowledges the entitlement, in accordance with and pursuant to any other applicable legal authority, of qualifying employees to be awarded merit bonus payments pursuant to 4 GCA §6203, and ~~wishes to memorialize GCC's intent to its intent to~~ award merit bonuses in accordance with that statute; and

~~WHEREAS, the Board of Trustees College~~ acknowledges the Merit Bonus Supplemental Justification Evaluation Form and the Merit Bonus Supplemental Justification Policy created by the Department of Administration in order to justify a "Superior" performance rating for qualifying employees.

**NOW, THEREFORE, BE IT RESOLVED**, that pursuant to 4 GCA §6203, approved merit bonuses shall be awarded to qualifying employees by a lump sum bonus payment equivalent to 3.5% of the employee's salary after their new increment step is granted for up to three prior years; and

**BE IT FURTHER RESOLVED**, that the ~~Board of Trustees~~ Board of Trustees ("BOT") acknowledges that the College may seek an appropriation to fund the payment of merit bonuses to eligible employees; and

**BE IT FURTHER RESOLVED**, that the ~~GCC-BOT~~ recognizes the statutory limitations imposed by the applicable law, limits the eligibility of qualifying employees to receive merit bonuses beyond this three-year period; and

**BE IT FURTHER RESOLVED**, that ~~GCC-the College~~ may, upon the ~~Board of Trustee's~~ BOT's approval, promulgate additional rules and regulations to ensure the payment of merit bonuses to eligible employees.

**Amended & Adopted: \_\_\_\_\_ 2023**  
**Resolution -2023**

**Amended & Adopted: September 9, 2022**  
**Resolution 20-2022**

**Reviewed with no changes: August 11, 2017**

**Adopted: August 30, 2013**  
**Resolution 8-2013**



**PRESIDENT'S TRAVEL SCHEDULE**  
**January – February 2024**

<b>Conference Title/Sponsor</b>	<b>Date</b>	<b>Location</b>
<b>AACC Workforce Development Institute*</b>	<b>January 23-26, 2024</b>	<b>New Orleans, LA</b>
<b>WestCare Board of Directors Annual Meeting**</b>	<b>February 21-24, 2024</b>	<b>Henderson, NV</b>
<b>ACCT 2024 Governance Leadership Institute / PPEC Spring Convening*</b>	<b>February 28-March 1, 2024</b>	<b>Saipan, CMNI</b>

*Funding Source(s): \*Promo Account, \*\*WestCare funded*