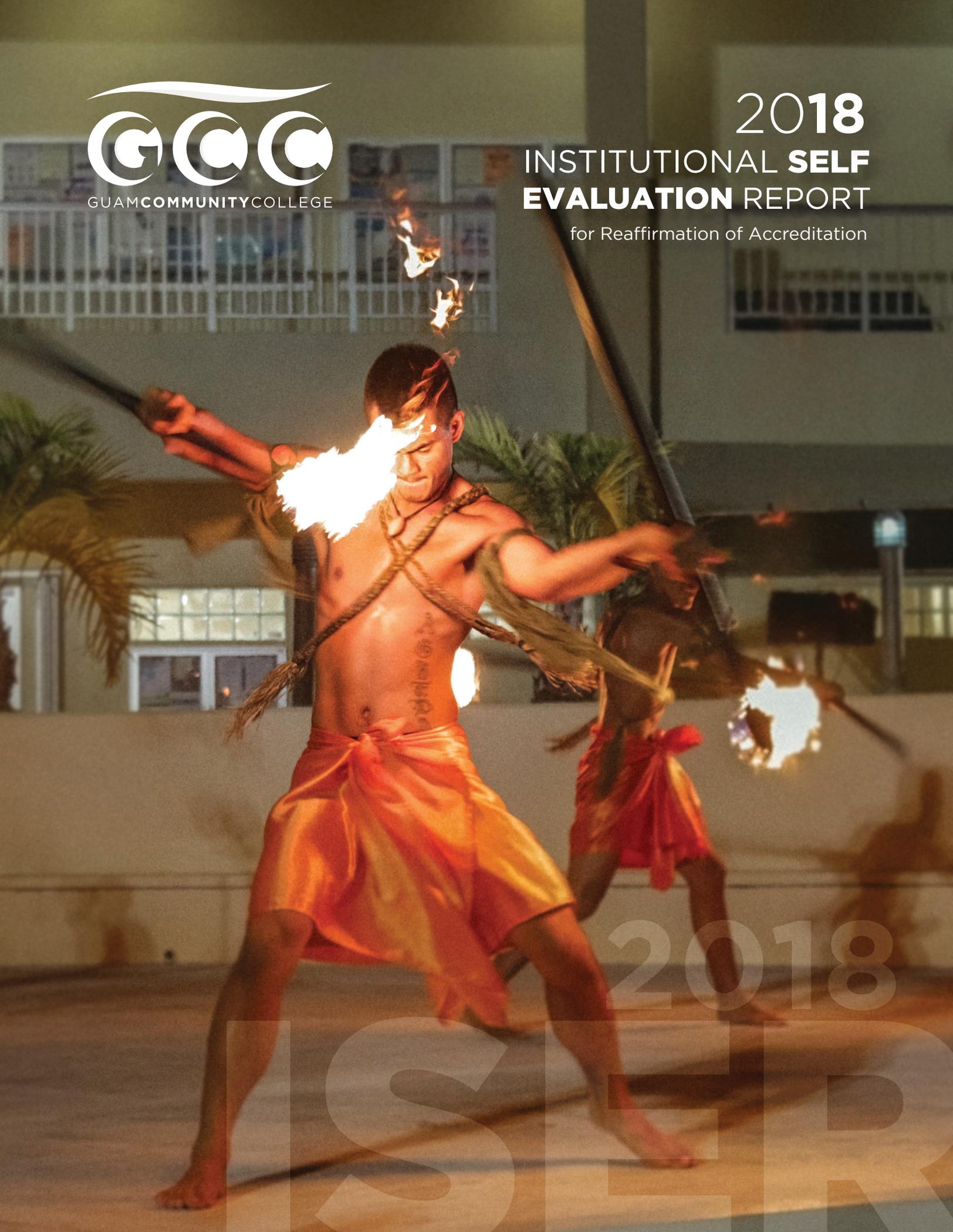




# 2018 INSTITUTIONAL **SELF** **EVALUATION** REPORT

for Reaffirmation of Accreditation



2018  
SELF  
EVALUATION

**2018 INSTITUTIONAL SELF EVALUATION REPORT (ISER)**

**IN SUPPORT OF**

**RE-AFFIRMATION OF ACCREDITATION**

Submitted by

**GUAM COMMUNITY COLLEGE**

1 Sesame Street

Mangilao, Guam 96923

Submitted to

Accrediting Commission for Junior and Community Colleges (ACCJC)

Western Association of Schools and Colleges (WASC)

December 2017

## Certification of the 2018 Comprehensive Institutional Evaluation Report

To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Dr. Mary A. Y. Okada  
President and CEO  
Guam Community College

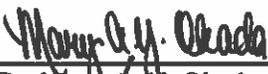
This Institutional Self Evaluation Report (ISER) is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

  
\_\_\_\_\_  
Mr. Frank P. Arriola  
Chairperson, GCC Board of Trustees

12/20/2017  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Mary A. Y. Okada  
Chief Executive Officer and President

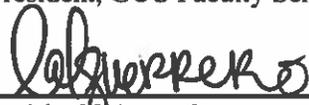
12.20.2017  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. R. Ray D. Somera  
Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs

12/20/17  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Ricky S. Tyquiengco  
President, GCC Faculty Senate

12.15.17  
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Date

  
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Latisha N. Leon Guerrero  
President, GCC Staff Senate

12/20/17  
\_\_\_\_\_  
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Kieth Ashley Nonato  
President, Council on Postsecondary Students Association (COPSA)

12/22/17  
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Date

# TABLE OF CONTENTS

	Page
Overview and Context	1
<i>Where America's Day Begins: Guam, in the crosshairs</i>	3
Fact Book Highlights since 2012	10
Institution-Set Standards	18
Organization of the Self Evaluation Process	21
Organizational Charts	27
Certification of continued compliance with Commission Policies and Eligibility Requirements	36
Structure of the Institutional Analysis	
Standard I	50
Evidence of Meeting the Standard Analysis and Evaluation	
Standard II	83
Evidence of Meeting the Standard Analysis and Evaluation	
Standard III	122
Evidence of Meeting the Standard Analysis and Evaluation	
Standard IV	186
Evidence of Meeting the Standard Analysis and Evaluation	
Initiatives and Plans Emerging from the ISER Process	224
Quality Focus Essay (QFE)	232
Conclusion, and One Final Story	240
Evidence Directory	243

## Overview and Context

Two years ago in November, Guam Community College (known to the island as GCC) received the **2015 Department of the Year** award from the government of Guam's MagPRO Awards. This recognition program showcases outstanding employees, programs, and agencies that provide services to the citizens of Guam. As the highest and most competitive awards program given by the Governor of Guam that includes more than 40 departments and agencies, as well as 55 occupational groups, the award won by GCC in 2015 has been a remarkable source of pride for the college and its employees.<sup>1</sup>

Signed by Governor Edward Baza Calvo, a certificate now sits at the GCC President's Office with this inscription:

Strength and Honor Bestowed upon  
**Guam Community College**  
 in recognition of your Distinguished Achievement  
 and performance in Fiscal Year 2015 for  
**DEPARTMENT OF THE YEAR**

In GCC's application for this prestigious award, the college wrote:

*Our mission says it all: Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. As a mission-driven, semi-autonomous department in the Government of Guam, GCC has been providing clear educational and career pathways for the young adult population of Guam since 1977.*

Celebrating its 40<sup>th</sup> anniversary this year (1977-2017), GCC's recognition as the 2015 Department of the Year awardee indicates government-wide acknowledgement that GCC is succeeding in meeting the island's workforce needs. This institutional mandate is fulfilled through individualized service to its students, whose words, as quoted verbatim below, illustrate the known strengths of GCC:<sup>2</sup>

*I wanted to be in an environment where the students in the community can share common attitudes, interests and goals. Guam Community College is a place where we look out for each other, care for each other and if someone is in trouble, we are there to help. The campus is expanding to new heights, and thanks to the faculty, staff and administrators for pushing this evolution forward. All the instructors that I had were inspiring. It's not about playing it safe; we need to try our best to ensure that we are within or above the qualifications and standards that are assigned to us. A degree may not guarantee you a job, but it opens up opportunities. It helps with your resume and with the self-confidence that you can build only through higher learning.*

-Gerome Sangalang  
 A.S. Pre-Architectural Drafting (2015 graduate)

<sup>1</sup> This annual government-wide recognition program is widely known as MagPRO (which stands for Magnificent Professionals), intended to provide acknowledgement of exemplary work done by government agencies and their employees. The college received the award for a medium-sized government agency.

<sup>2</sup> These quotes from students were extracted from the MagPro application and Annual Reports published by the Office of Communications and Promotions.

*I'm really thankful for all of the things I learned at GCC, because the program shows you the way the hotel works, all the nuts and bolts of what we need to know, so when you start working, it's applying everything that I've learned and not just doing it the way the hotel does it, but also, trying to find ways that you can do it better. At GCC, the program, showed that to me. As a (former) student who is now working in the industry, I see that Guam has a lot of potential, so from what I learned at GCC, I want to bring Guam to that level.*

-Raquel Maminta, A.S. Hotel Operations Management (2015 graduate), Banquet Sales Coordinator, Lotte Hotel Guam

*I dropped out of John F. Kennedy High School at age 16. When I turned 20 I decided to go to GCC. I originally enrolled to get my GED, but I changed my mind because I had something lacking in my life, so I switched over into the Adult High School Diploma Program. The instructors and counselors I had were very helpful, encouraging and inspirational...Through the student organizations, I have learned to work with many different people with many different attitudes in many different scenarios. I took advantage of Project Aim, College Access, the free tutoring, Work Study, and scholarships...After I graduate from GCC, I plan to pursue my BA in Education, then eventually my Masters in Education at the University of Guam. I want to become a teacher because I believe that giving back to your community is important. When I earn my Associates Degree I can honestly say I'm going to miss the warmth that I feel when I walk through the campus.*

-Adrian Davis, Adult High School and A.S. Education Graduate, 2017, Student Representative, GCC Board of Trustees (AY 2015-2017)

*GCC's Visual Communications program prepared me to interact with many unique customers with different preferences, and the Marketing courses I took enabled me to provide valuable input regarding the merchandise Macy's customers are interested in.*

-John G. Clemente (2014 graduate)  
A.S. Visual Communications

*My experience at GCC was something that I'm grateful for. I was able to enhance my skills and knowledge in visual communications, and have a better understanding and appreciation for the marketing field. I was able to learn how important it is to network with others, be able to contribute back to the community, and discover new ways to improve my knowledge of the things that surround me. To all the faculty and staff at Guam Community College, I'd like to say, 'Thank you!' for all your hard work and dedication to help the people of Guam achieve their dreams and goals.*

-Amanda Antolin  
A.S. Visual Communications (2012 graduate)  
A.S. Marketing (2014 graduate)

*I was older than the traditional student, but the friendly environment and pro-veteran atmosphere helped me get adjusted. I was able to count classes I had taken in 2003 as electives and complete my degree requirements earlier. I would definitely recommend GCC to be the first choice for anyone. A common theme among GCC alumni is that GCC is a family-oriented institution. We got to know our instructors and it was hard to leave.*

-Johnson Ancheta  
A.A. Interdisciplinary Arts & Sciences (2016 graduate)  
U.S. Air Force Veteran

This individualized focus on student success, combined with GCC's commitment to Guam's workforce, has contributed largely to the prestige that the college has gained through the years. The Governor's MagPRO award of excellence to GCC as the **Department of the Year** in 2015 is a tangible validation of this success.

It is also worthwhile to note that the Guam Office of Public Accountability in April 2017 commended the Guam Community College for being the **only** government agency to qualify as a low-risk auditee for the 16th consecutive fiscal year. With this solid reputation, GCC is known in the community as the most fiscally responsible government agency on Guam.<sup>3</sup>

### ***Where America's Day Begins: Guam, in the crosshairs***

As a United States territory, Guam grabbed headlines all over the world in August 2017 and was thrust into the national and international limelight because of a threat of a ballistic missile attack from North Korea's President Kim Jong-un. Though this was not the first threat Kim has made against Guam, this became the headline the world over after President Donald Trump went on national television to announce that any threat from North Korea will be met with "fire and fury, the likes of which has never been seen before."<sup>4</sup> What followed was an angry war of words between the two presidents, which put Guam in the crosshairs of this threat. With an estimated 7,000 military personnel stationed on island, Guam is the closest US territory to North Korea, with Navy and Air Force bases currently occupying about a third of the island. Because of Guam's strategic location, the threat of a ballistic missile attack from North Korea is a stark reality that all residents of Guam face on an everyday basis.<sup>5</sup>

Figure 1 on the following page shows the geographic location of Guam and its approximate distances to Pyongyang, North Korea (2,100 miles), Manila, Philippines (2,151 miles), Hong Kong, People's Republic of China (2,107 miles), Tokyo, Japan (1,619) and Sydney, Australia (2,763 miles).

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<sup>3</sup> GCC receives clean audit for 16th consecutive year - KUAM.com-KUAM News\_ On Air. Online.pdf

<sup>4</sup> "North Korea missiles can reach Guam in 14 minutes", Pacific Daily News, August 10 2017, p. 1

<sup>5</sup> "Business as usual in Guam despite North Korea missile threat," Retrieved from <http://thenewdaily.com.au/news/world/2017/08/15/guam-north-korea-missile-children/>, August 15, 2017, p. 1

Figure 1. Guam's geographic location in the Pacific region



*(Note: Map above is illustrative only, and not to scale)*

With its tagline “Where America’s Day Begins” directed towards all visitors and tourists coming to the island, Guam is the largest and most developed island nation in Micronesia, a region of small islands and atolls in the western Pacific Ocean encompassing a geographic area larger than the continental United States. From a political standpoint, Guam is an unincorporated U.S. territory located approximately 8,950 miles west of Washington DC, 1,500 miles southeast of Tokyo and 3958 miles west of Honolulu, Hawaii. It lies geographically closer to the Asian Pacific Rim than to the United States. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west with a total landmass of 212 square miles. The entire island is 30 miles (50 km) long and 4 to 12 miles (6 to 19 km) wide,  $\frac{3}{4}$  the size of Singapore. The island’s coastline is 77 miles, encompassing a land area of 209 miles, which is less than half the size of Los Angeles. This small island rises 37,820 feet above the world’s deepest channel, the Mariana’s Trench. The island experiences a tropical climate that is warm and humid year-round.

Guam lies west of the International Date Line, hence, local time is 15 hours ahead of Eastern Standard Time (EST) and 20 hours ahead of Hawaii. As sponsored by then-Congressman Robert Underwood, Public Law 106-564 passed by the United States Congress in 2000 established the standard time zone for Guam and the Northern Mariana Islands known as

*Chamorro Standard Time.* Chamorros are the indigenous inhabitants of Guam and Northern Marianas who became citizens of the United States with the passage of the Guam Organic Act of 1950 signed by President Harry Truman. The Organic Act also provided for the first civilian government in Guam history and transferred the federal jurisdiction over Guam from the U.S. Navy to the Department of the Interior.

Paralleling the history of the Philippines, Guam became a colony of Spain for 300 years before being ceded to the United States through the Treaty of Paris in 1898 at the end of the Spanish American War. During World War II (from 1941 to 1944), the Japanese occupied Guam until American military forces reclaimed the territory for the United States in July 1944. There are still survivors of World War II on Guam who endured hardships during this critical period of its history. The claim for compensation for the hardships of war is a struggle and a very sensitive issue. Despite this sentiment, July 21 is celebrated annually as Guam's Liberation Day, with a parade in the main village of Hagatna that involves government agencies, non-profit organizations and other community-based groups.<sup>6</sup>

Because of its strategic location, Guam is considered the American gateway to Asia and the Pacific Rim. As such, Asian investors have access to U.S. investment and related banking, financial, legal and dispute resolution services. As a US territory, Guam also provides accessibility for students in the region to U.S.-accredited educational institutions, such as the Guam Community College (GCC), Pacific Islands University (PIU) and the University of Guam (UOG).

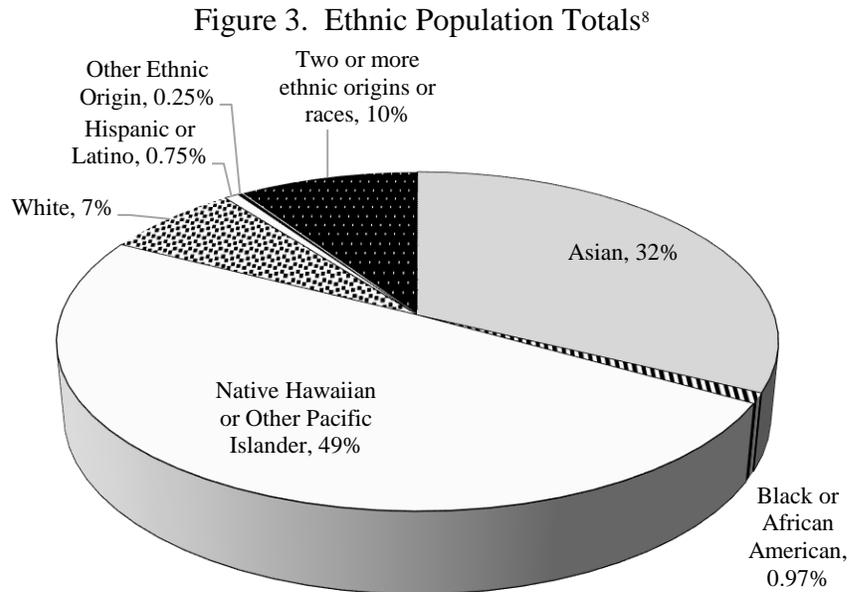
**Demographic Profile.** The island's demography has remained relatively the same since the 2010 Census. Similar to the United States, Guam is considered a melting pot, but its demographic profile consists mostly of Pacific Islanders. The Compact of Free Association (COFA) that was negotiated in 1986 allows free emigration of residents from the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau into the United States and its territories. The compact gives citizens of these island nations the freedom to work and study in the mainland United States or its territories, and a large number of them come to Guam due to its geographical proximity, as well as their familiarity with its environment and culture. Student demographics at the college already reflect this growing trend of Micronesian migration to Guam, as the Micronesian student population at the college has increased through the years.

Of the 159,358 Guam residents recorded in the 2010 Census, nearly half are of Native Hawaiian or Other Pacific Islander descent while a third are of Asian descent. Three of every four Pacific Islanders identify as Chamorro while two of every three Asians identify as Filipino. The Chuukese (Chuuk is an island in the FSM) and white ethnic groups each represent seven (7) percent of the total population. The island expects a continued buildup in military members and their families, following a decision by the U.S. Department of Defense

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<sup>6</sup> Guam Community College joined the parade this year (July 2017) with a float on a 6x6 truck bed that showcased the college's newly-designed logo for community visibility purposes.

to relocate about 4,700 U.S. Marines from Okinawa, Japan within the next 3-5 years<sup>7</sup>. Figure 3 below shows the various ethnicities that make up Guam's population as a melting pot:



The anticipated military buildup on island will have a significant impact on educational and training opportunities at the College because of expansion requirements that will require workforce training and development needs for service members and dependents, as well to potential local workforce needs. Anticipated impact areas include healthcare, safety, transportation, utilities, education, childcare, housing, and other quality of life support activities. The impact of the buildup on the Chamorro culture is a subject of ongoing community debate and discussion, which has given rise to a resurgence of critical interest in the Chamorro language and culture.<sup>9</sup> Thousands of trained individuals will be needed to complete more than \$10 billion in direct or indirect construction projects over the next several years. The mandate to train Guam's population has recently been strengthened by the federal government's decision not to approve new H2B visa applications, which have been used by Guam to secure skilled workers with needed expertise from countries outside of the United States such as the Philippines, China, and Korea. This issue has significant ramifications for the college's mission and hence this critical topic of H2B workers will re-emerge later in the Quality Focus Essay (QFE) component of this ISER.

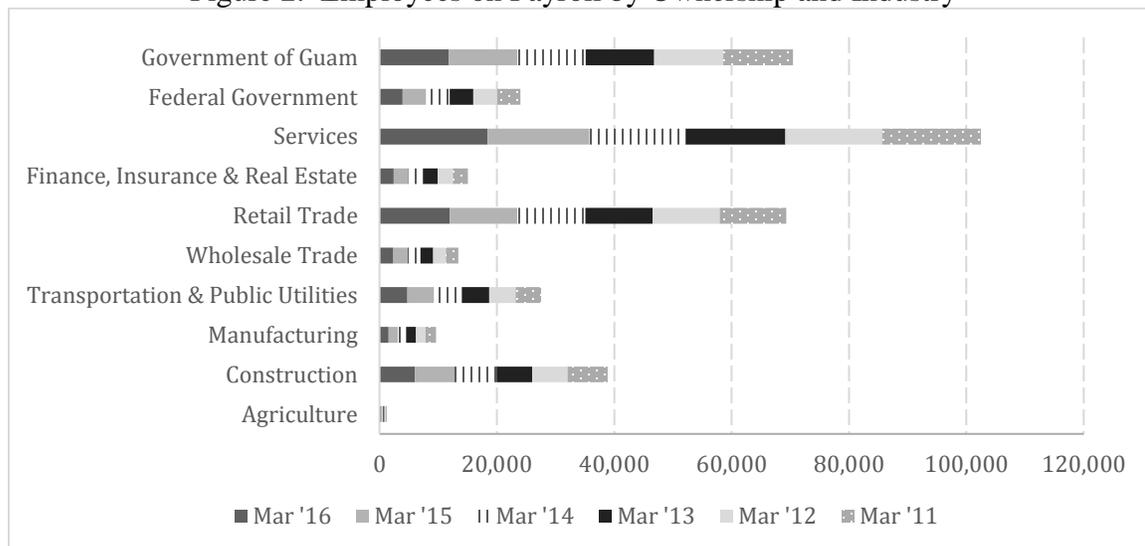
<sup>7</sup> As part of the military realignment plan in the Pacific, the relocation of the Marines is a result of a US-Japan agreement more than a decade ago to ease the presence of US military personnel in Okinawa by moving some of them to various locations such as Hawaii, Australia, and Guam.

<sup>8</sup> [https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_GUSF\\_P3&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_GUSF_P3&prodType=table)

<sup>9</sup> This debate has in fact re-ignited decades of intense discussion regarding the territory's self-determination status, as well as the effects of colonialism on Guam. Consequently, pride in Guam's cultural roots has given rise to a growing awareness of Chamorro language and culture among younger people, such as GCC students. The cover design for this ISER (that of a Chamorro warrior) illustrates the intensifying cultural pride of GCC students, as cultural presentations of indigenous dances has become a regular fare of the Annual Fall Festival organized by GCC student organizations each year. It is also worthwhile to note that Guam is one of the remaining seventeen (17) non self-governing territories in the world, according to the United Nations website.

**Labor Market and Socioeconomic Data.** The latest statistics released by the Guam Department of Labor's (GDOL) Bureau of Labor Statistics, in partnership with the U.S. Department of Labor's Employment and Training Administration, reveal that the total number of paid employees in Guam's private and public sectors has gained modest growth in the past five years. The gain is mainly attributed to the private sector, which has increased by three percent between March 2011 and March 2016. As reflected in Figure 2 on the following page, the largest percentage increase in paid employees has occurred in the agriculture industry, which has grown 30 percent during the five-year period. A 10 percent increase in paid employees is observed in the wholesale trade industry and the service industry, which accounts for the largest employer industry and includes hotels and other lodging places. The construction industry and manufacturing industry have each experienced a 10 percent decrease in the total number of paid employees. Contrary to growth in the private sector, employment in the public sector has decreased by 0.7 percent between March 2011 and March 2016, particularly for the Government of Guam.

Figure 2. Employees on Payroll by Ownership and Industry<sup>10</sup>



	Mar '16	Mar '15	Mar '14	Mar '13	Mar '12	Mar '11
Agriculture	250	280	180	160	170	190
Construction	6,050	6,740	7,160	6,080	6,040	6,820
Manufacturing	1,550	1,590	1,400	1,670	1,660	1,750
Transportation & Public Utilities	4,740	4,550	4,760	4,670	4,480	4,350
Wholesale Trade	2,370	2,450	2,150	2,160	2,200	2,120
Retail Trade	11,980	11,470	11,630	11,470	11,430	11,330
Finance, Insurance & Real Estate	2,440	2,460	2,500	2,520	2,580	2,580
Services	18,400	17,390	16,410	16,940	16,530	16,780
Federal Government	3,940	4,040	3,990	4,010	4,080	3,950
Government of Guam	11,790	11,760	11,600	11,660	11,760	11,890
<b>Total Payroll Employment</b>	<b>63,510</b>	<b>62,730</b>	<b>61,780</b>	<b>61,340</b>	<b>60,930</b>	<b>61,760</b>

**GCC and its mandate.** As the only community college on island, Guam Community College is located in the village of Mangilao, one of the 19 villages of Guam. The University

<sup>10</sup> Current Employment Report (2011 thru 2016), Guam Department of Labor Bureau of Labor Statistics

of Guam, Pacific Islands University and Guam Community College are all located in the village of Mangilao, making this village the higher education hub of the island. With a land area of over 40 acres, the College was created by the Community College Act of 1977 (Public Law 14-77) with four primary goals: (1) to consolidate and strengthen many of the then-existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and, (4) to strengthen the formal secondary and post-secondary education programs in the vocational-technical fields.<sup>11</sup> With a strong presence in the six public high schools offering career and technical education (CTE) programs, the College also operates postsecondary career and technical education programs, adult and continuing education, community education, and short-term, customized training for employers. These programs are delivered both on and off campus, in satellite programs and on site at businesses as needed. The college also serves as the State Agency for Career and Technical Education, and provides instructional support to the Apprenticeship Training Program of the US Department of Labor. Likewise, the college offers a variety of community service and special programs to prepare students for college experiences including English-as-a-Second Language, Adult Basic Education, General Education Development (GED) preparation and testing, and an Adult High School Diploma program. GCC has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) since 1979.

As published in the *Academic Year 2017-2018 Catalog*, the College offers 18 Certificate programs and 23 Associate Degree programs, and over 50 apprenticeable trades in the Apprenticeship Training Program. Since the last ACCJC accreditation visit in 2012, it has added several new programs, either through re-institution of archived curriculum or through substantive change. These include the Certificate in Environmental Technician, Certificate in Family Services, AS in Human Services, a new concentration in Certificate in Criminal Justice: Marine and Terrestrial Conservation Enforcement, and an Industry Certification in Light Duty Hybrid Electric Vehicle Technology.

As is common at community colleges throughout the United States, and with its open admission policy, GCC welcomes all students, including those who are under-prepared for collegiate-level English and mathematics courses.

Although most courses are taught on campus, the College also offers a few fully online courses, hybrid courses, and web-enhanced courses that allow students to work at their own pace and on their own time. Students also participate in public or private sector apprenticeships, as approved by the U.S. Department of Labor. Upon successful completion of on-site job training and an instructional component at the college, a student in the apprentice program earns a journey worker certificate.

For secondary students, Career and Technical Education (CTE) programs are currently offered at the six Guam public high schools. College faculty, many of whom come from industry, teach CTE courses, exposing students to various careers and equipping them with

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<sup>11</sup> Public Law 14-77 is considered the college's enabling law; amendments to this legislation for which the college provided crucial testimony was passed by the Guam Legislature in 2011 as Public Law 31-99.

the technical skills they need to begin a career. CTE secondary programs include: Automotive Technology, Collision Repair Technology, Construction Trades, Early Childhood Education, Electronics Technology, Health Careers and Science, Marketing, Lodging Management, ProStart (culinary) and Visual Communications. In addition to high school credit, eligible students can receive a Certificate of Completion from GCC, or a Certificate of Mastery through the Work Experience Program. Students with a Certificate of Mastery are eligible to receive from six up to fifteen college credits in corresponding GCC postsecondary programs through the Dual Credit Articulated Program of Study (DCAPS) program. Similarly, students from partnering high schools can enroll in GCC's Dual Enrollment Accelerated Learning (DEAL) program, which allows them to receive both high school and college credit for successful completion of a college-level English or mathematics course.

GCC's Office of Continuing Education and Workforce Development (CEWD) offers the WorkKeys Assessment Program in the island's public high schools, allowing students to earn a National Career Readiness Certificate (NCRC), which shows an individual's level of general workplace readiness. GCC's Reach for College program is another available resource for both public and private secondary schools. Reach for College offers free tutoring services, college preparation and admissions workshops, financial aid assistance workshops, student leadership professional development, career exploration and assessment counseling services, as well as intersession bridge programs for eligible students.

CEWD also serves other community sectors apart from traditional secondary and postsecondary students. CEWD offers short customized training courses and government-mandated professional development courses (e.g. Procurement Basic Training and Basic Project Management) to meet the demands of the current workforce. In partnership with the Department of Public Health and Social Services Environmental Health Division, CEWD offers individuals and agencies the necessary health certificate to work in Guam's food and/or drinking establishments.

The College also offers students Adult Basic Education, an Adult High School Diploma program, English as a Second Language, and High School Equivalency testing through its Adult Education Office.

The steady enrollment rates at the College are reflective of the community's ever-increasing demand for more technically skilled individuals to join the local workforce and to build local capacity to sustain post buildup jobs in areas such as construction trades, health care, as well as facilities maintenance and services.

Notably, the executive team at the College has stayed solid and consistent since the 2012 team visit on campus. The College president, Dr. Mary A.Y. Okada, who began her term in June 2007, is now in her tenth year as college president. Dr. R. Ray D. Somera, the vice president for Academic Affairs (also the Accreditation Liaison Officer), who was appointed in October 2007, is completing his tenth year in this position as well. Carmen K. Santos, CPA, the vice president for Finance & Administration, joined GCC in December 2008 and is completing her ninth year of appointment in this role. It is also important to note that the

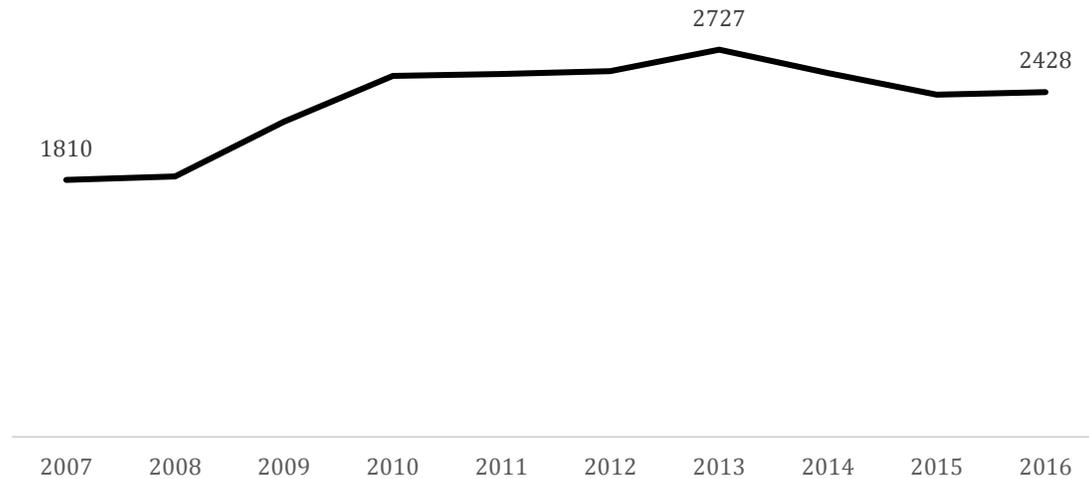
College president and the academic vice president, prior to their 2007 appointments, had already possessed several years of administrative experience at the College itself when they filled their new positions. On the other hand, the vice president for Finance and Administration brought a wealth of experience in financial administration and management to the College when she became a member of the executive team.

### **Fact Book Highlights since 2012**

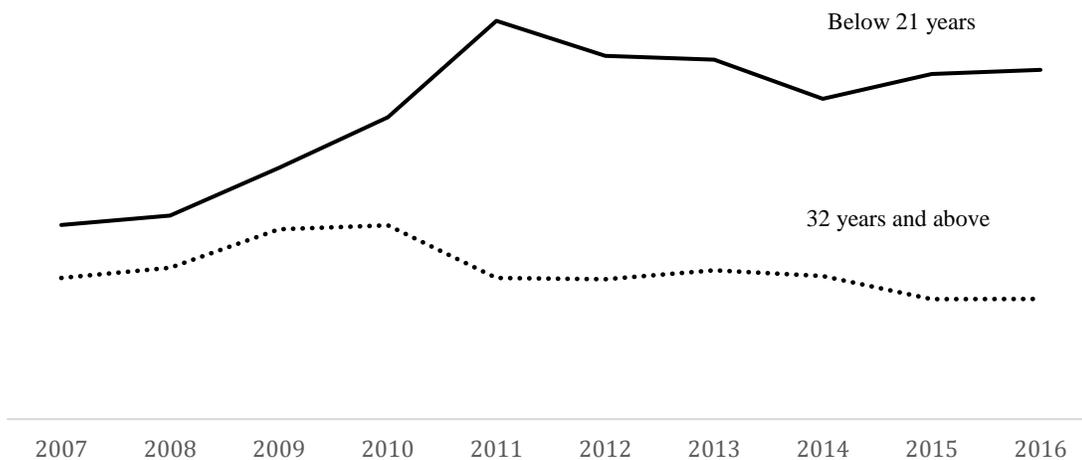
The college has published an annual Fact Book since 2007, with 2017 as its ten-year publication anniversary. Below are tables from the most recent Fact Book (AY 2016-2017) that illustrate several of the key developments at GCC since the time of the last ACCJC accreditation visit in 2012. Since that time, GCC’s enrollment has steadily increased, with a larger proportion of full-time students, younger students and veterans being served. The series of figures that follow are selected from the AY 2016-2017 Fact Book to highlight significant changes that have occurred at the college since 2012:

#### *Postsecondary Student Enrollment Trends*

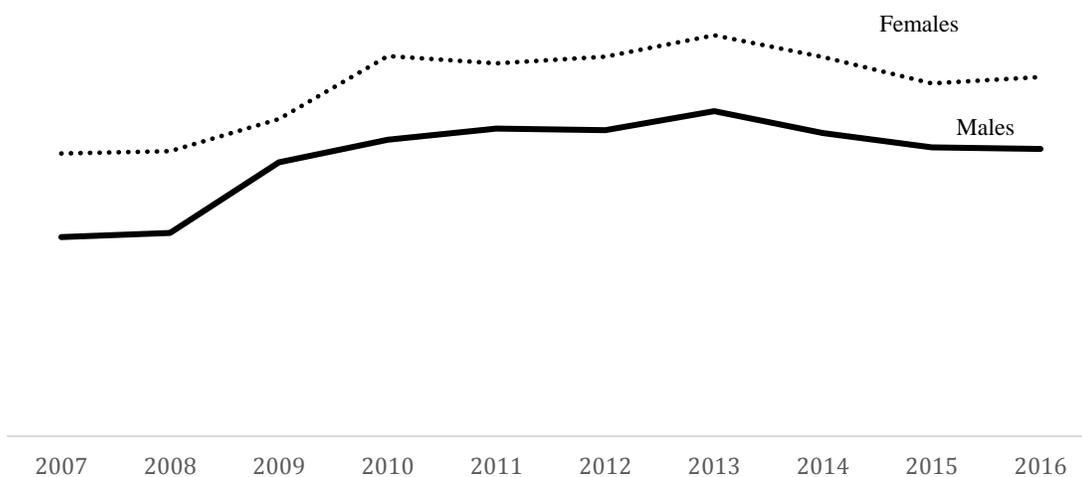
- In comparison to fall 2007, the fall 2016 postsecondary student population is 42 percent greater. The student population rose 51 percent between fall 2007 (n=1810) and fall 2013 (n=2727). Enrollment slightly decreased by 11 percent between fall 2013 and fall 2016 (n=2428).
- Enrollment jumped 21 percent from 1835 students in fall 2008 to 2220 students by the following fall semester in 2009, which is greatest increase between two consecutive fall enrollments.



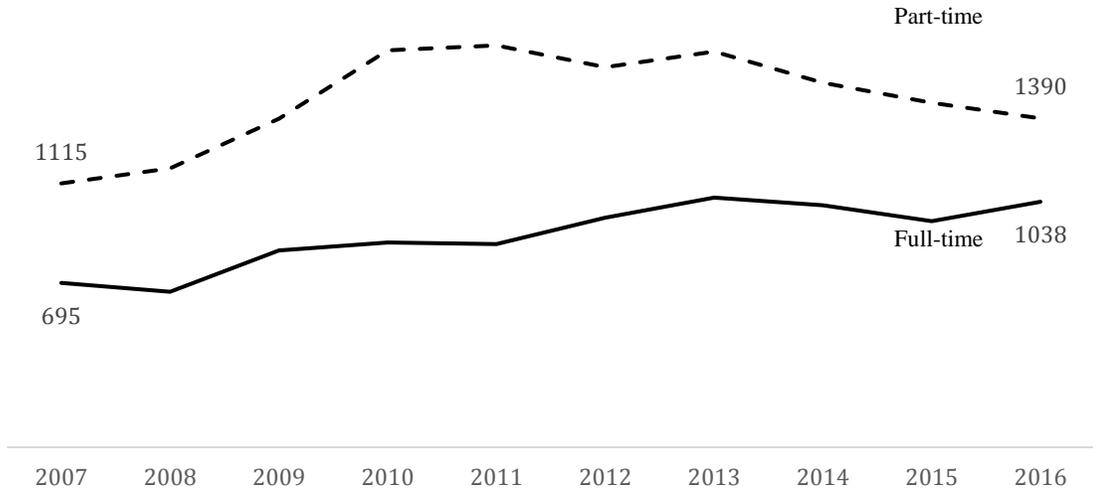
- Between fall 2007 and 2010, a third of postsecondary students were below age 21. In recent years (fall 2011–2016), the percentage of students age 20 and under is, on average, 40 percent.
- The College now serves fewer postsecondary students above the age of 32. On average, the percentage of students 32 years or older was 23 percent between fall 2007 and 2010 while it fell to 15 percent between fall 2011 and 2016.



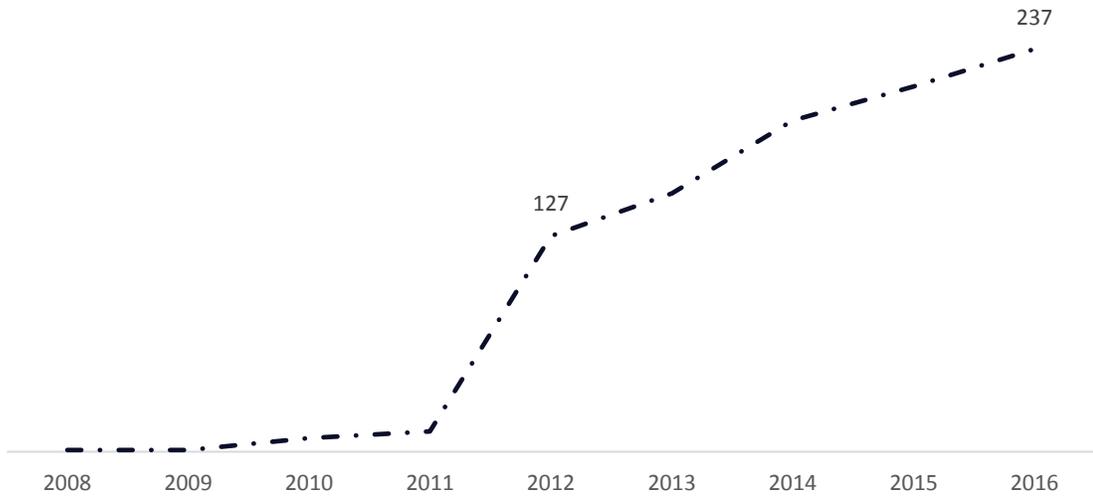
- The ratio of female to male students at the College has remained relatively constant from fall 2007 to 2016, although majority of the student population continues to be female.



- Between fall 2007 and fall 2016, the percentage of part-time postsecondary students decreased from 62 percent (1115 of 1810 students) to 57 percent (1390 of 2428 students), whereas full-time students increased from 38 percent (695 of 1810 students) to 43 percent (1038 of 2428 students).

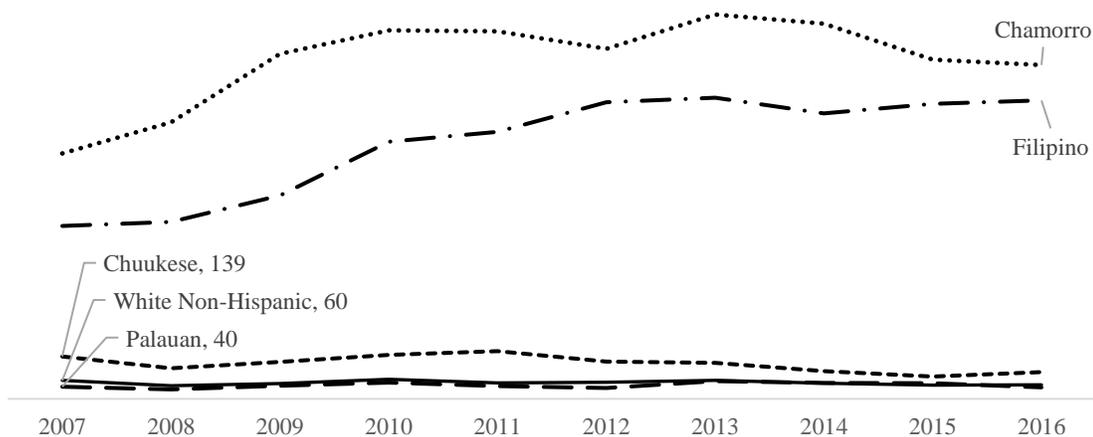


- The number of Veteran students attending the College has increased tremendously over the past several years. In fall 2016, 237 veteran students receive quality education at GCC compared to 12 students five years prior in fall 2011.

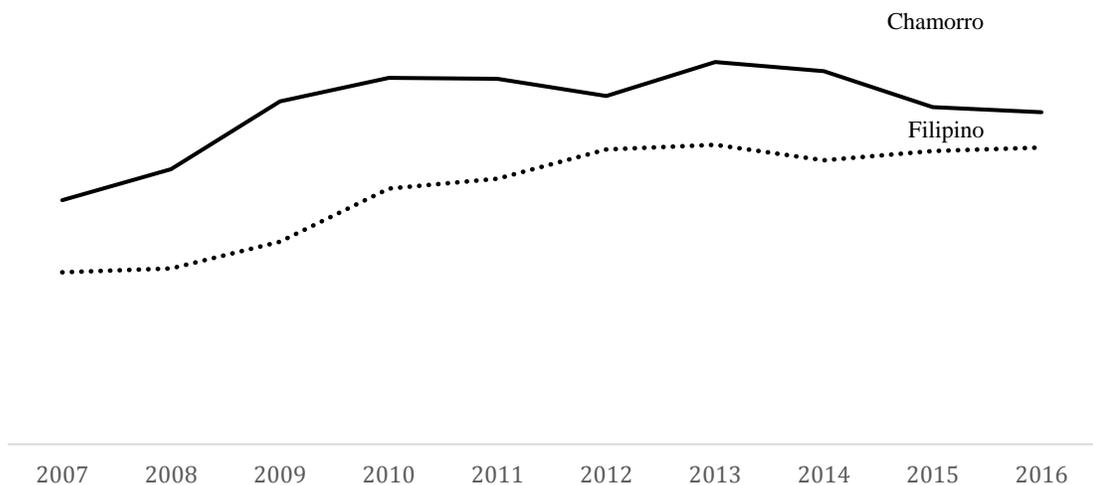


*Postsecondary Demographic Trends*

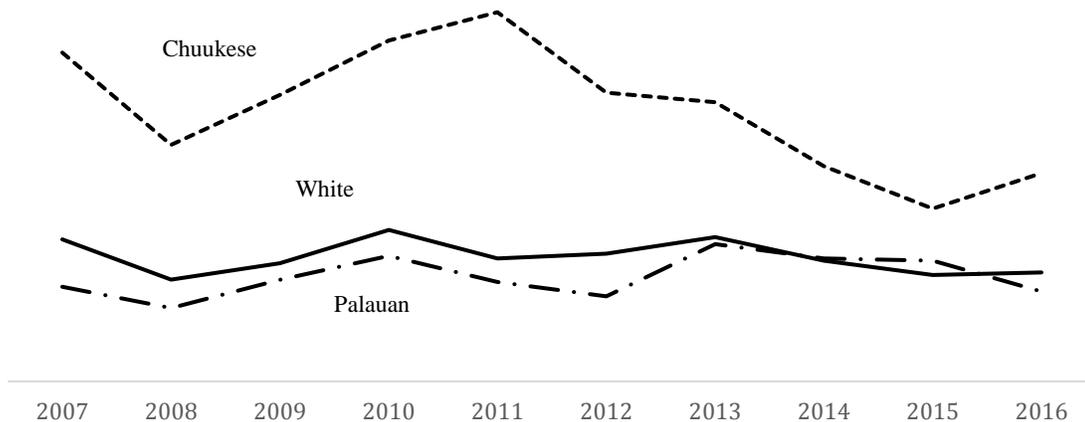
- Over the past ten years, the two largest subpopulations of students by ethnicity are Chamorro and Filipino.



- The number of Filipino students has almost doubled between fall 2007 (n=525) and fall 2016 (n=975) whereas the number of Chamorro students enrolled at the College has moderately increased over the past ten years.

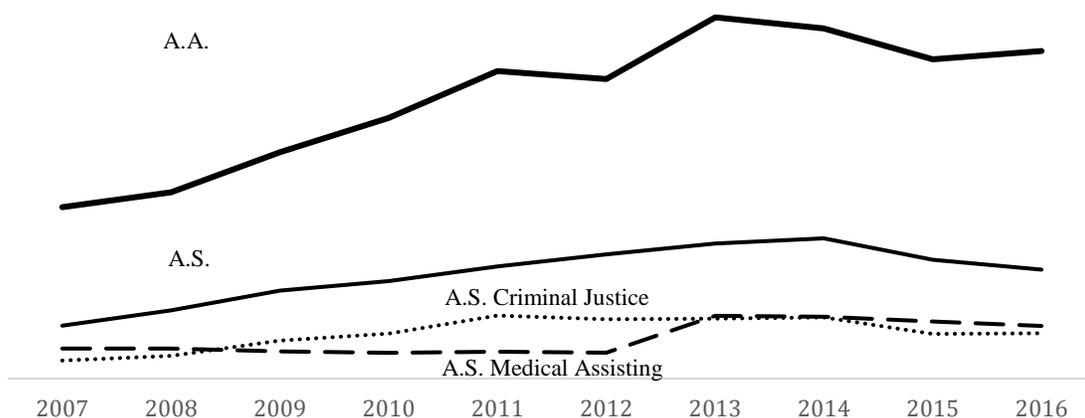


- The number of Palauan students slightly increased from fall 2007 (n=40) to fall 2013 (n=58), then decreased down to its original count by fall 2016 (n=38). A similar pattern is observed among the Chuukese and White, Non-Hispanic sub-populations of students.

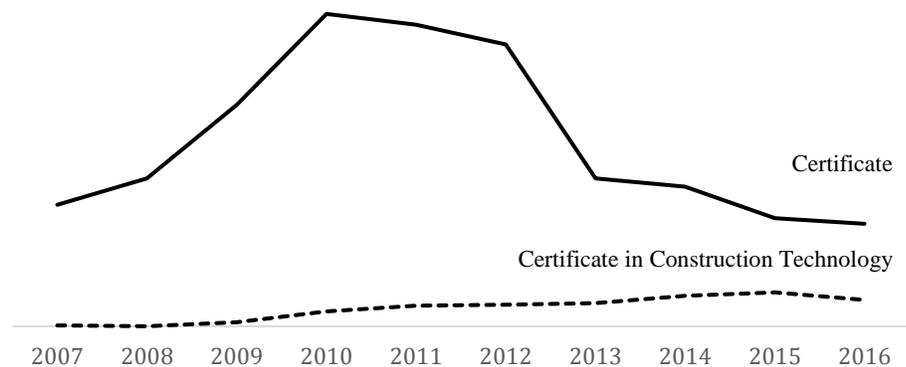


*Postsecondary Program Trends*

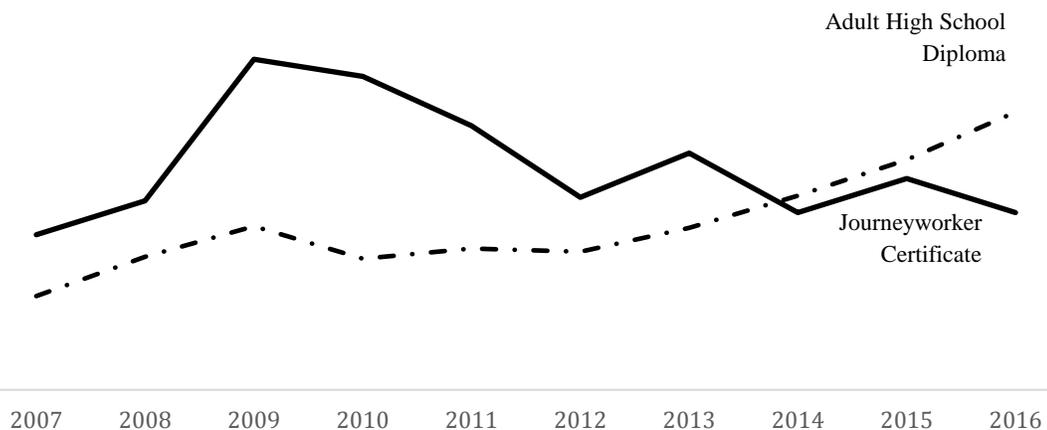
- Student enrollment in Associate degree programs nearly doubled between fall 2007 and fall 2016. All three Associate of Arts programs (Culinary Arts, Education, and Liberal Studies) increased at about the same rate year-to-year. The same is true for all but two programs in Associate of Science: (1) Enrollment in Criminal Justice jumped from 68 students in fall 2007 to 170 students in fall 2016, and (2) Enrollment in Medical Assisting increased from 113 students in fall 2007 to 198 students in fall 2016.
- The most popular Associate of Arts program was Liberal Studies until fall 2013, when student enrollment is observed to decrease slightly below Associate of Arts in Education. The top two Associate of Science programs are Criminal Justice and Medical Assisting.



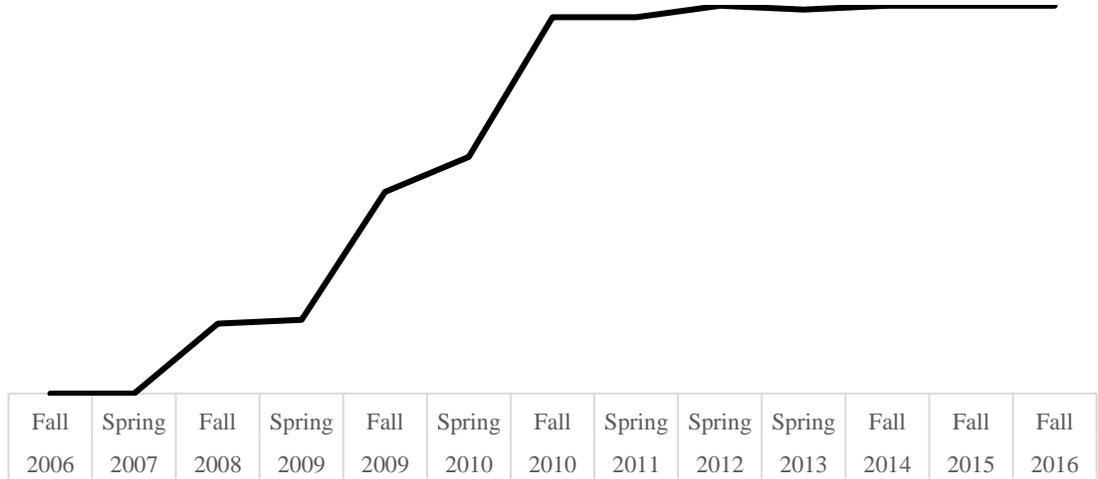
- Unlike Associate degree programs, the number of students enrolled in Certificate programs decreased from 147 students in fall 2007 to 124 students in fall 2016. However, the number of enrolled students in Associate degree programs rose until fall 2012. Nearly one third of Certificate students were enrolled in the Pre-Nursing program, which was archived in fall 2014.
- The number of students enrolled in the Certificate in Construction Technology has gradually increased from five (5) students in fall 2009 to 32 students in fall 2016.



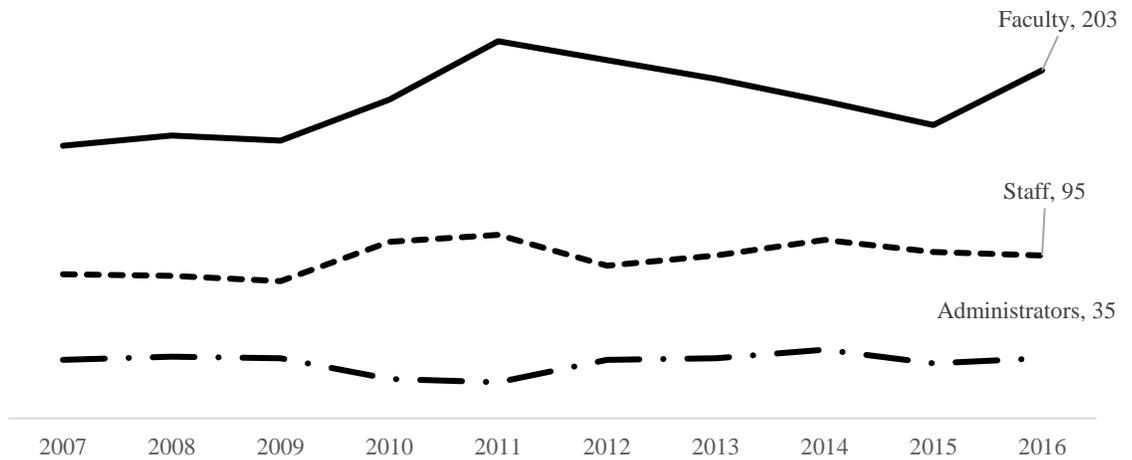
- The Adult High School Diploma program has almost tripled since fall 2007, when 55 students were enrolled to 163 students in fall 2016.
- The number of students in the Journeyworker Certificate program has remained relatively constant, except for the increase observed alongside the rise in general enrollment.



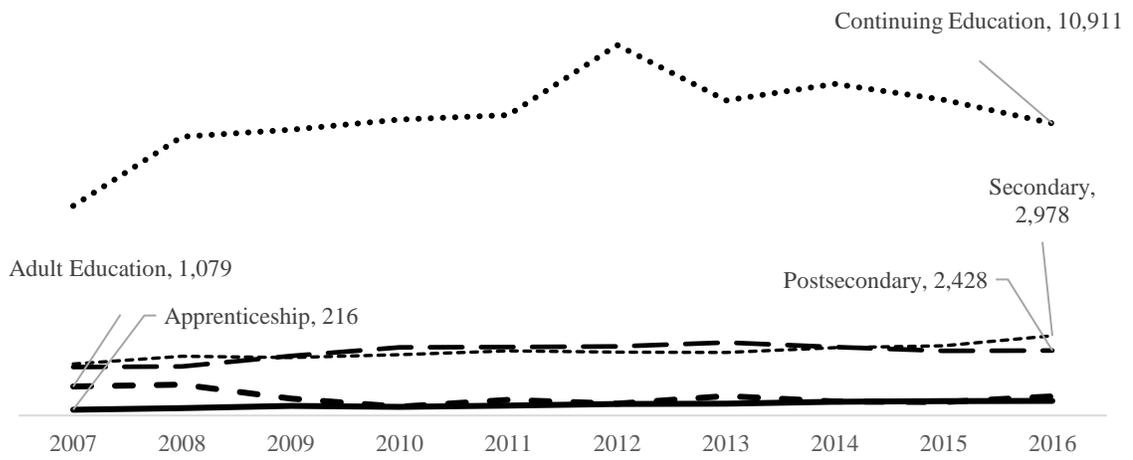
- The percentage of courses with student learning outcomes (SLOs) has increased between fall 2006 and fall 2016. Since fall 2014, 100% of courses in the College academic catalog have been assessed with SLOs.



- The total number of employees has increased from fall 2007 to fall 2016. Faculty has continued to represent the largest subgroup of employees, typically more than the number of staff and administrators combined.



- The College has served more people in the community year-after-year between fall 2007 (12,857 students) and fall 2016 (17,581 students). The Office of Continuing Education and Workforce Development has continued to serve the largest number of students.

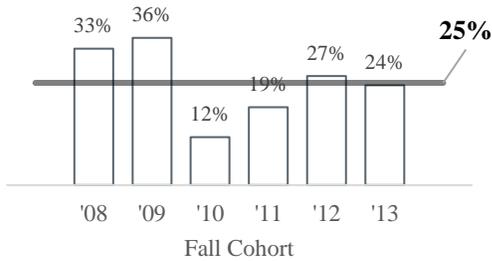


## Institution-Set Standards<sup>12</sup>

### Graduation Rate<sup>13</sup> for college-level students

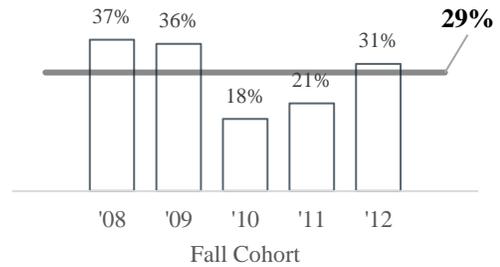
#### Earned Degree/Certificate within 150% of normal time

The standard is 25% of fall cohort (first-time, full-time, degree-seeking) students graduate within 150% of normal time.



#### Earned Degree/Certificate within 200% of normal time

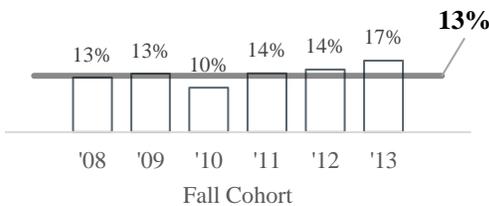
The standard is 29% of fall cohort (first-time, full-time, degree-seeking) students graduate within 200% of normal time.



### Graduation Rate<sup>14</sup> including pre-collegiate students

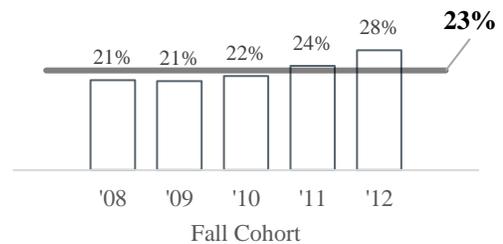
#### Earned Degree/Certificate within 150% of normal time

The standard is 13% of fall cohort (first-time, full-time, degree-seeking, including developmental) students graduate within 150% of normal time.



#### Earned Degree/Certificate within 200% of normal time

The standard is 23% of fall cohort (first-time, full-time, degree-seeking, including developmental) students graduate within 200% of normal time.

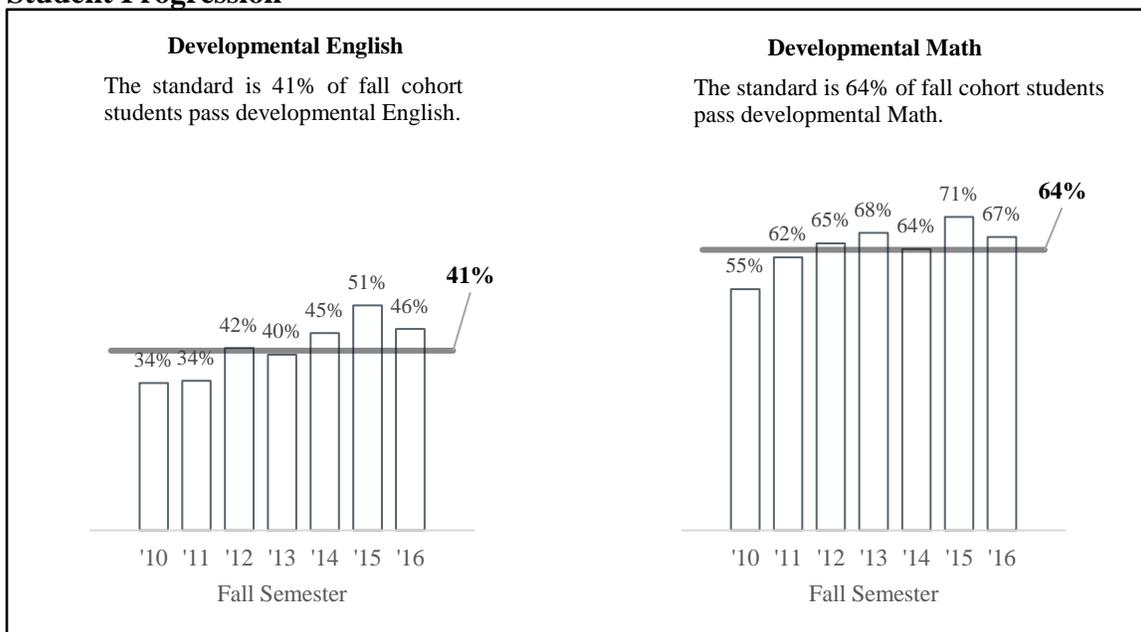


<sup>12</sup> The benchmark for each institution-set standard is represented as a horizontal black line. Currently, benchmarks are reported as suggested minimum target measurements. The optimum benchmark for each standard will be further explored, recommended to the College Governing Council and Board of Trustees, then updated in Fact Book Volume 12.

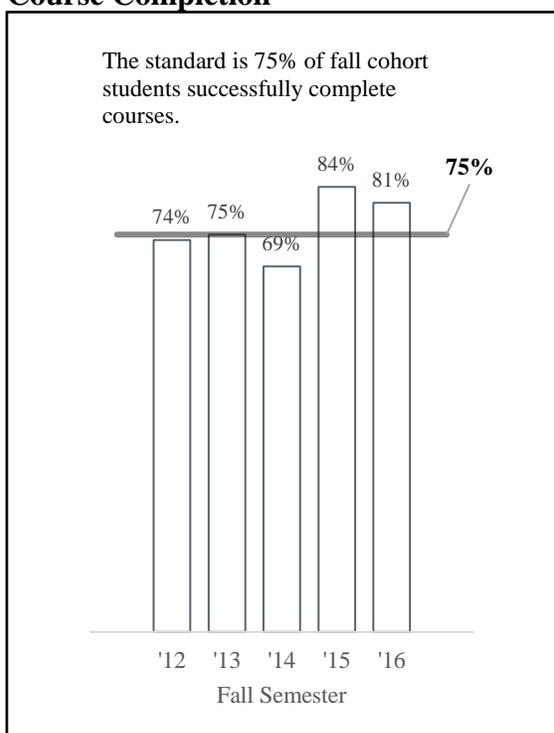
<sup>13</sup> The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are not included for college-level students, and are included for pre-collegiate students.

<sup>14</sup> The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are not included for college-level students, and are included for pre-collegiate students.

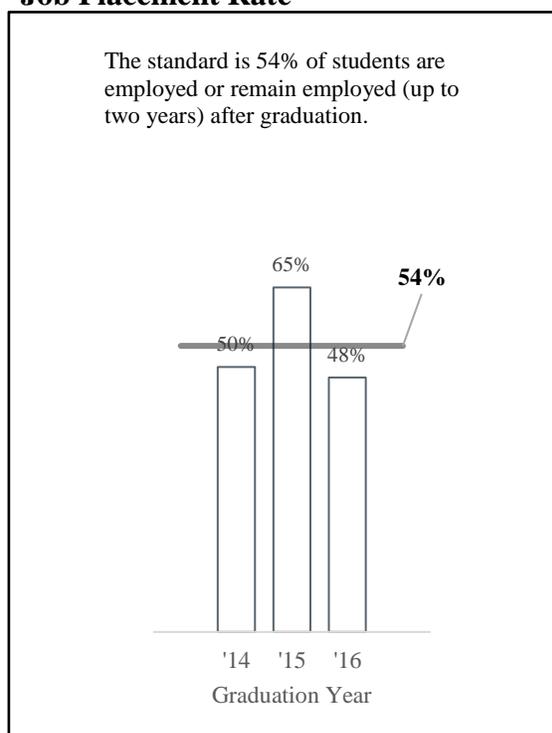
### Student Progression<sup>15</sup>



### Course Completion<sup>16</sup>



### Job Placement Rate<sup>17</sup>



<sup>15</sup> The benchmarks for Student Progression for Developmental Math and English courses are based on a five-year average of fall-enrolled students who passed and did not pass between fall 2008 and fall 2012.

<sup>16</sup> The benchmark for Course Completion is based on a five-year average of all fall-enrolled (including developmental courses) students who successfully completed a course—either through earned credit or no credit—between fall 2008 and fall 2012.

<sup>17</sup> The job placement rate includes students from programs where at least 10 students graduated in the designated year.

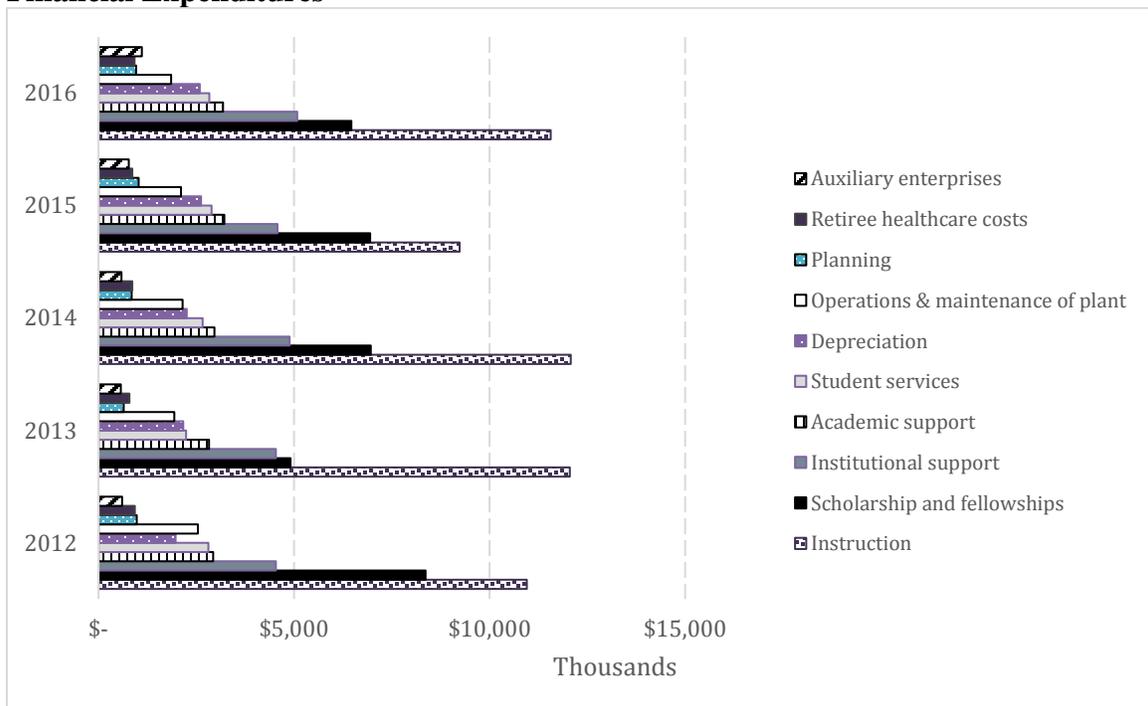
**College Financials.** The College’s total revenue has dropped about 10 percent between year-end 2012 and year-end 2016. The College has gained 43 percent in revenue from auxiliary enterprises and less than 1 percent from student tuition and fees. Revenue from federal grants and contracts were no longer available. The breakdown of sources in operating revenues is illustrated in the figure below.

**Financial Revenues**



Operating expenses have remained relatively unchanged, decreasing only by 0.12 percent between March 2012 and March 2016. The largest drop in expenditures occurred in two functional categories: operations and maintenance of plant, and in scholarships and fellowships. The College’s operating expenses have increased most notably in auxiliary enterprises and depreciation. During the five-year period, a slight increase is observed for student services, and slight decrease is observed for planning and retiree healthcare costs.

**Financial Expenditures**



## **Data: Value and Significance**

Since the creation of the Office of Assessment, Institutional Effectiveness and Research (AIER) in 2004, it has continued to publish an Annual Institutional Assessment Report, better known as AIAR. This year's AIAR, in fact, is the 16<sup>th</sup> consecutive year of its publication. Additionally, AIER also publishes an annual fact book, with this year's edition as its 12<sup>th</sup> year of publication (since 2005). These reports are published on the GCC website, with hard copies made available at the AIER office.

These documents are produced by AIER to develop and sustain assessment momentum on campus through capacity building efforts that empower college constituents to use data as evidence for accountability and improvement. The quantitative data sets cited in the previous section of this ISER were in fact extracted from various institutional assessment reports published by AIER. The office conducts, analyzes, and reports assessment results in various formats that are readily available both in print and online on the GCC public website. Since the last accreditation team visit in 2012, AIER has published an additional six Annual Institutional Assessment Reports (AIAR), in addition to the five after the 2006 visit, and five more reports before then, for a total of 16 AIARs since 2001. The 16 annual institutional assessment reports highlight assessment activities through various program review components and continue to provide guidance to departmental planning and program changes through the years.

Additional data for this ISER was also directly extracted from the Operational Data Store (ODS), the college's institution-wide information reporting system within GCC's Banner system. Relevant data were also derived from the Guam Department of Labor, Bureau of Labor Statistics and the U.S. Department of the Interior, Office of Insular Affairs for the infusion of local, as well as regional perspectives.

The college has used a variety of assessment tools such as the Student Ratings of Instruction Survey, the President's Performance Appraisal Survey, the Institutional Effectiveness Survey, the Board of Trustees and Foundation Board of Governors Surveys, and other similar surveys to gather and report statistics related to key components of the institution and thereby provide analysis and meaningful recommendations for improvement based on the data available. These annually produced reports from the AIER office have grown more substantive and complex through the years. The data reported has demonstrated how assessment has become an integral part of the college's daily activities, and has provided crucial evidence of the impact of assessment on learning outcomes, institutional reflection, planning and decision-making processes.

## **Organization of the Self Evaluation Process**

The College received its reaffirmation of accreditation for six years on July 2, 2012. The following day, the college's continuous cycle of institutional self evaluation started anew. This is because the College has firmly put in place an institutionalized annual self study structure that does not begin or end because of a team visit. Since fall 2012, several mini self

study reports have been written and submitted to the Accreditation Liaison Officer (ALO) in order to document the college's compliance with the standards on a yearly basis. This is made possible because of an institutionalized committee structure embedded within the *Agreement between the GCC Faculty Union 6476 AFT/AFL-CIO & the GCC Board of Trustees 2017-2023*, hereinafter referred to as the Agreement, where Standard Committees (I, II, III, and IV) are an integral part of the Faculty Senate structure. These are essentially faculty-led committees that form part of faculty workload in the form of one class release (equivalent to 45 hours) per semester. These Standard Committees functioned as separate committees from AY 2012 through AY 2015, with defined deliverables in the form of mini-ISER drafts at the end of each semester. These drafts were critiqued by the ALO and the ISER Coordinator through the use of an Accreditation Standards Rubric and returned back to the committee for revision and improvement.<sup>18</sup>

The same process occurred during the 2006 visit, where the institutional effort to produce a self study was distributed through several years of preparation, not as one major institutional undertaking as practiced in other colleges, usually the year before the campus visit happens. To prepare the entire community for the ISER process, the ALO led by example by taking the online ACCJC Accreditation Basics training and then required all employees of the college to take it as well, with the certificate of completion to be submitted to the AIER office. The whole college accepted the challenge and all 245 employees, including the president and board members, completed the online training by October of this year. AIER reported a 100 percent completion for all GCC employees at the last college assembly.<sup>19</sup>

Because of this incremental process of ISER development, the greatest hurdle for this year's ISER was in the restructuring and rearranging of the previous five years' narratives so that the flow of the overall narrative remains intact. Moreover, because the Agreement was renegotiated this year (2017), a new structure involving the Standard Committees has just been put into place, effective fall 2017. The present ISER is therefore the result of a systematic synthesis of ideas from a self study process in flux within the last five years, as worked on by various committees and individuals, and now presented herein as a unified, single-voice composite report.

In several iterations of the mini-self study reports submitted during the accreditation off-years (2012-2015), the drafts benefitted from comments and feedback made by the self study coordinator and the ALO. When the Accreditation Steering Committee (ASC) was convened in 2015, every opportunity was given to all campus constituents to provide comments and suggestions to several drafts of the ISER as it was being compiled, reorganized, and rewritten. This began during the formal accreditation kick off in August 2016, and continuously encouraged in four college assemblies of faculty, staff, and administrators from spring 2016 through fall 2017 dedicated to accreditation information and engagement. On March 12, 2017, a countdown meter on MyGCC was posted to increase campus awareness and build momentum towards the March 2018 accreditation visit.

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<sup>18</sup> The GCC Accreditation Standards Rubric was developed using a system of points that provided qualitative feedback to the authors of the draft report.

<sup>19</sup> The online training that college employees took was the revised version, with the new standards in place, so essentially this was the second round for the college to have complied with this pre-accreditation requirement.

During the months of momentum building, several drafts of the ISER were posted on the College's MyGCC portal with the invitation to all college constituents to provide input to those drafts. Earlier, the four ACCJC Standards were also set up individually to receive feedback after each online posting of report drafts. Regular announcements through the campus-wide online posting system were used to invite constituents' feedback. The ISER coordinator integrated these comments into the current drafts, which were then returned back to the committees for further review. This was in keeping with the College's participatory governance process, which affirmed the college's belief in the transparency and inclusivity of the ISER development process. Consequently, this present report was significantly made robust and rich from feedback generated from a diverse group of college stakeholders, inclusive of students, faculty, staff, administrators, as well as members of the governing board.

For the past two years, several iterations of the mini-ISERs were exchanged via email among the ISER coordinator, ALO, and Standard chairs at various times during the semester. Announcement for input to the various drafts were repeated by the ALO during the yearly college assemblies, in his annual Convocation address, as well as in his meetings with the Faculty Senate and other committees. As a result, the development of the final report benefited substantively from the comments and feedback provided by various groups and individuals on campus, including previous and present members of the Steering Committee of the four Standards Committees comprised of faculty, staff, and administrators, Academic Affairs Division Management Team, as well as the President's Management Team, and the Board of Trustees. Evidence utilized for this report can be found in the College's [Accreditation 2018](#) webpage on the main website, in the MyGCC portal Accreditation 2018 site, as well as in the Evidence Directory in the appendix of this report.

Dr. R. Ray D. Somera, the institution's Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs, managed and guided the preparation of this final report and its earlier versions. He was also assisted by Assistant ALO Dr. Virginia Tudela, who he has continuously trained for succession planning purposes since 2014. From August 2012 to September 2016, Joseph Benavente served as the ISER coordinator, but when he retired in late 2016, Associate Dean Ronald Gary Hartz promptly took over this responsibility. The ISER coordinator primarily assists in organizing meeting schedules, taking notes during Steering Committee meetings, and guiding the team advisors and standard chairs in preparing their respective report pieces, among other tasks.

At different points in the timeline of this ISER's development, the following individuals, with their respective position titles, each contributed separately and collectively in the preparation of the multiple mini-drafts and final version of this report:

**Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity****AY 2017-2018**

Ronald Gary Hartz, Team Advisor

**Position Title**Associate Dean, Technology &  
Student Services (TSS)

Dr. Michael Chan, Chair

Dean, TSS

Christine Quinata

Admin Aide, Trades & Professional  
Services (TPS)

John Payne

Program Specialist, TSS

Pilar Williams

Associate Dean, TPS

Barbara Blas-Staff Support

Word Processing Secretary II-  
Academic Affairs Division**AY 2016-2017:** Wendell Roden, Chair; Cecilia Delos Santos, Norman Aguilar**AY 2015-2016:** Theresa Datuin, Chair; Wendell Roden, Barbara Rosario, Ronnie  
Abshire, Ricky Tyquiengco**AY 2014-2015:** Theresa Datuin, Chair; Ronnie Abshire, Wendell Roden, Ricky  
Tyquiengco**AY 2013-2014:** Troy Lizama, Chair; Ricky Tyquiengco**AY 2012-2013:** Christine Matson, Lani Gamble**Standard II: Student Learning Programs and Support Services****AY 2017-2018**

Dr. Virginia Tudela, Team Advisor

**Position Title**

Dean, TPS

Simone Bollinger, Chair

Dept Chair/Assistant Professor,  
English Department

Dr. Elizabeth Diego

Associate Dean, Career and  
College Success

Dr. Julie Ulloa-Heath

Program Specialist-Reach for  
College

Anelica Perez

Institutional Researcher, Assessment,  
Institutional Effectiveness &  
Research (AIER)

Huan Hosei

Program Specialist, Student  
Support Services/Night  
Administrator, TSS

Christine Sison

Program Specialist, Academic  
Advisement and Career Placement

Tasi Mafnas, Staff Support

Administrative Aide, TPS  
Dean's Office**AY 2016-2017:** Christine Matson, Chair**AY 2015-2016:** Rebecca Toves, Chair; Tonirose Concepcion, Christine Matson,  
Sharon Oliveros, Florie Mendiola**AY 2014-2015:** Tonirose Realica, Chair; Clare Camacho, Becky Toves**AY 2013-2014:** Tonirose Realica, Chair; Clare Camacho, Carl Torres II, Angela Bordallo**AY 2012-2013:** Clare Camacho, Chair; Carl Torres II, Tonirose Realica, Angela Bordallo

**Standard III: Resources****AY 2017-2018**

Edwin Limtuatco, Co-Team Advisor  
Francisco Camacho, Co-Team Advisor

Christie Marie Ginson, Chair  
Joann Muna  
Doris Perez

Theda Rios

Joleen Evangelista

Bertha Leon Guerrero

Josephine Arceo, Staff Support

**AY 2016-2017:** Christie Ginson, Chair; Bertha Leon Guerrero, Jose Lopez, Simone Bollinger

**AY 2015-2016:** Vera de Oro, Chair; Christie Ginson, Adrian Atalig, Emma Bataclan, Bertha Leon Guerrero, Jose Lopez

**AY 2014-2015:** Vera de Oro, Chair; Adrian Atalig, Christie Ginson

**AY 2013-2014:** Vera de Oro, Chair; Sterlyn Sotomil

**AY 2012-2013:** Loressa Melegrito

**Position Title**

Controller, Finance and Administration  
Administrator, Management Information Systems (MIS)  
Instructor, Math Department  
Administrator, Human Resources  
Assistant Director, Planning and Development  
Inventory Management Officer, Finance and Administration  
Procurement and Inventory Administrator  
Instructor, Developmental Education/English  
Administrative Assistant, Planning and Development

**Standard IV: Leadership and Governance****AY 2017-2018**

Marlena Montague, Team Advisor  
Rosemary Loveridge, Chair  
Carmen Santos

Deborah Belanger  
Rowena Perez

Cheryl San Nicolas

Luke Fernandez  
Kieth Ashley Nonato

Vangie Aguon, Staff Support

**AY 2016-2017:** Rosemarie Loveridge, Chair; Jennifer Artero, Barbara Mafnas, Rachel Lee

**AY 2015-2016:** Juanita Tenorio, Chair; Rosemarie Loveridge, Jennifer Artero, Barbara Mafnas

**AY 2014-2015:** Pilar Pangelinan, Chair; Jennifer Artero, Rosemary Loveridge, Loressa Melegrito

**Position Title**

Assistant Director, AIER  
Assistant Professor, Practical Nursing  
Vice President, Finance and Administration  
Member, Board of Trustees  
Assistant Director, Continuing Education/Workforce Development  
Accounting Supervisor, Finance and Administration  
Student Trustee, Board of Trustees  
President, Council On Postsecondary Student Affairs (COPSA)  
Administrative Assistant, AIER

**AY 2013-2014:** Pilar Pangelinan, Chair; Jennifer Artero, Rosemary Loveridge,  
Loressa Melegrito

**AY 2012-2013:** Pilar Pangelinan, Chair; Jennifer Artero

Dr. R. Ray Somera, Oversight Chair, Accreditation Steering Committee (ASC)  
Vice President for Academic Affairs/ Accreditation Liaison Officer (ALO)

Dr. Virginia Tudela, Assistant ALO

Dean, School of Trades  
and Professional Services

Ronald Gary Hartz, ISER Coordinator

Associate Dean, TSS

Jayne Flores, Editor

Assistant Director,  
Communications and Promotions

### **2012 Evaluation Report: In a nutshell**

In the 2012 Evaluation Report, the visiting team observed that the “presentation of the data and information in the ISER created an image of the College that was almost hard to imagine because the portrayal was so positive. During the site visit, the team confirmed that what was written was indeed the College culture—one of caring and nurturing so that students achieve success. A familial feeling penetrates the campus and creates a great team atmosphere. This campus behaves as a small community, but with many formalized processes in place to ensure that student learning remains the center of the campus dialog and those resources are utilized efficiently. This is a College with solid programs in workforce training and transfer and committed faculty, administrators, and staff” (p. 3, 2012 Evaluation Report). In this same report, the visiting team concluded that the ISER “was a well written comprehensive report that detailed the processes used by the institution to fully meet the eligibility requirements and the Commission Standards. The report told the story of Guam Community College from its inception to the present day.”

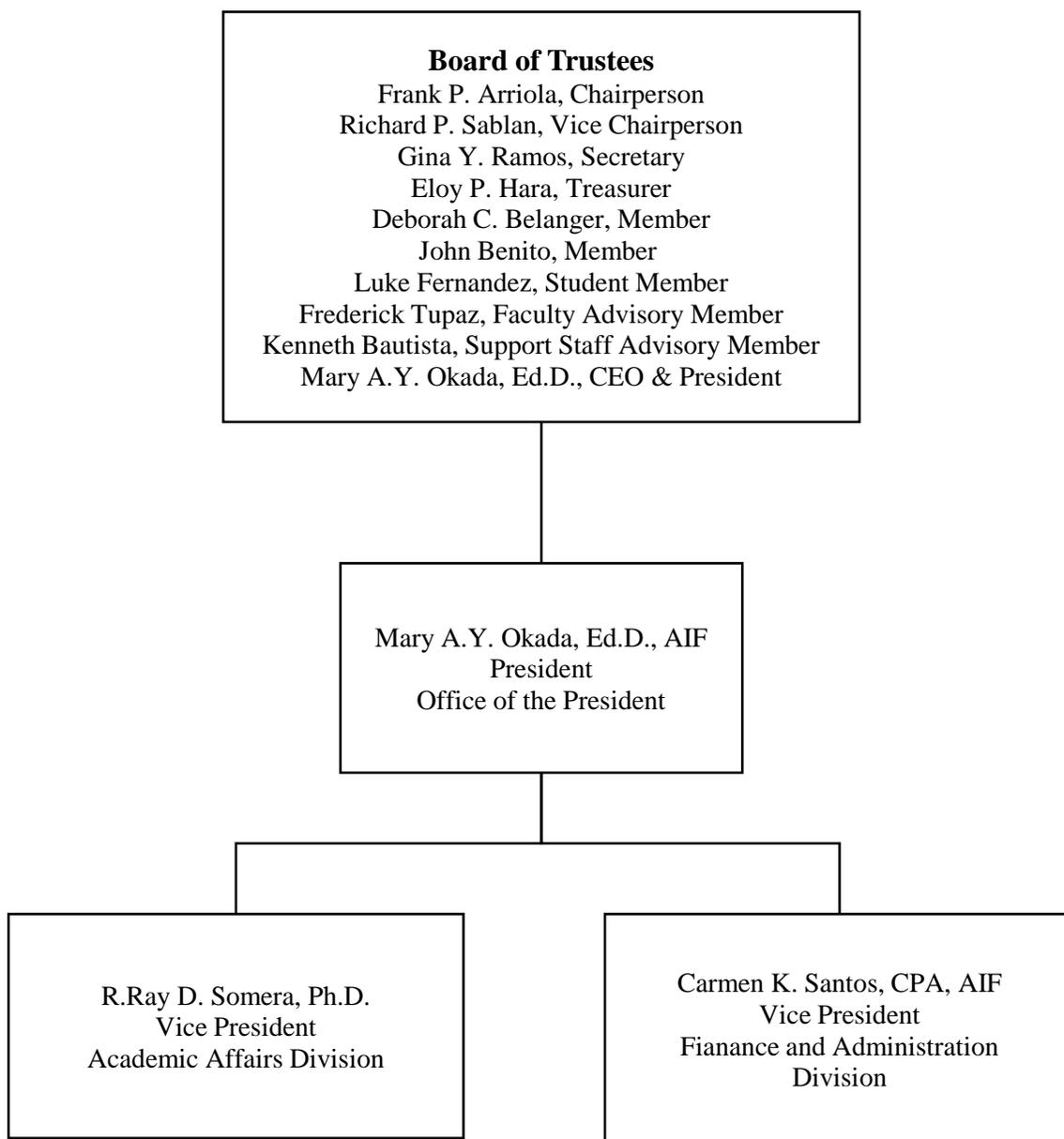
This present ISER intends to re-tell the continuing story of Guam Community College through a narrative infused with meaningful data and substantive evidence.

This ISER was reviewed and approved by the GCC Board of Trustees at its December 2017 meeting.

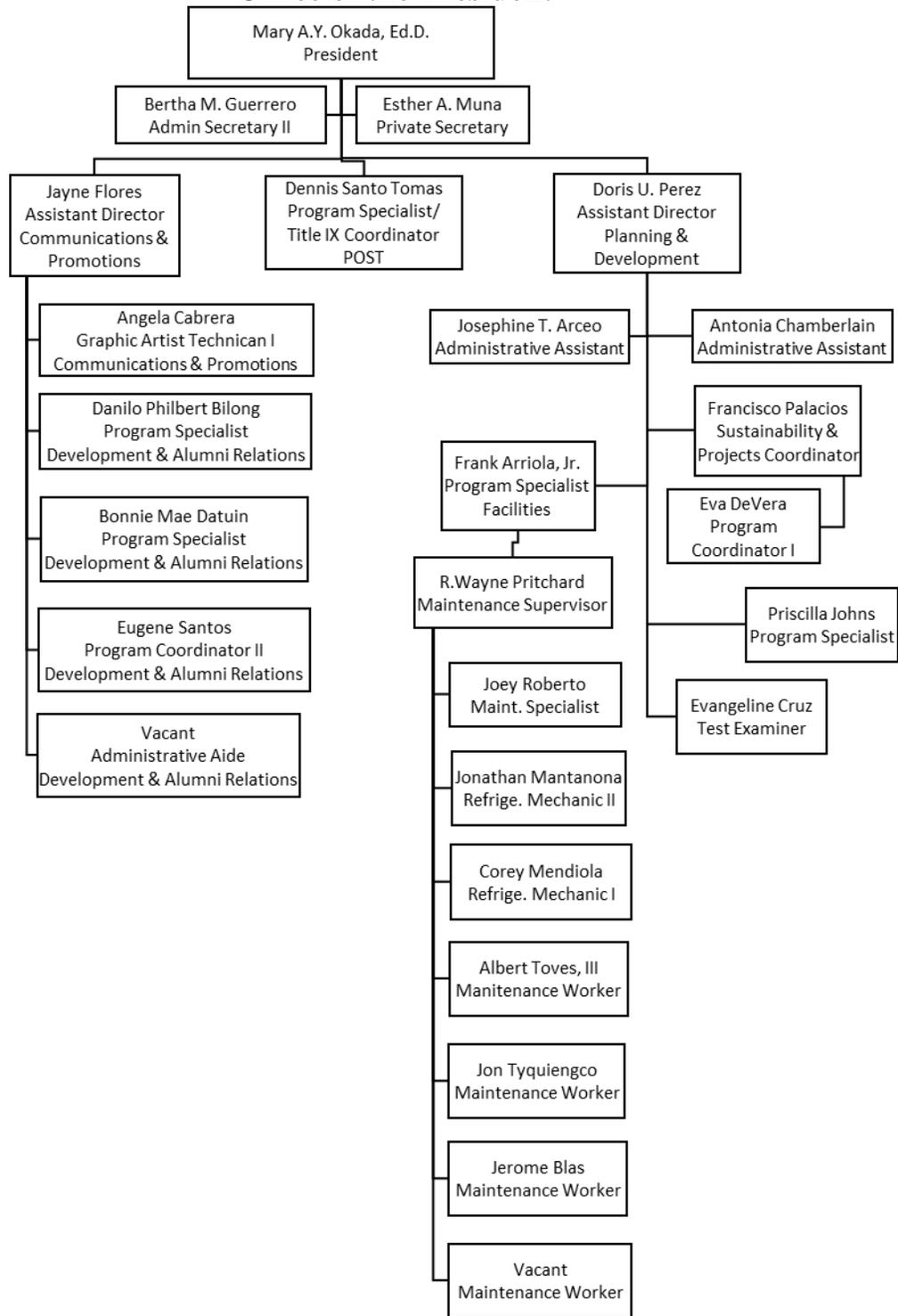
## Organizational Charts

The charts and diagrams below show the governing structure of Guam Community College. These figures clearly delineate the lines of responsibility and supervision regarding diverse areas of college functioning and governance.

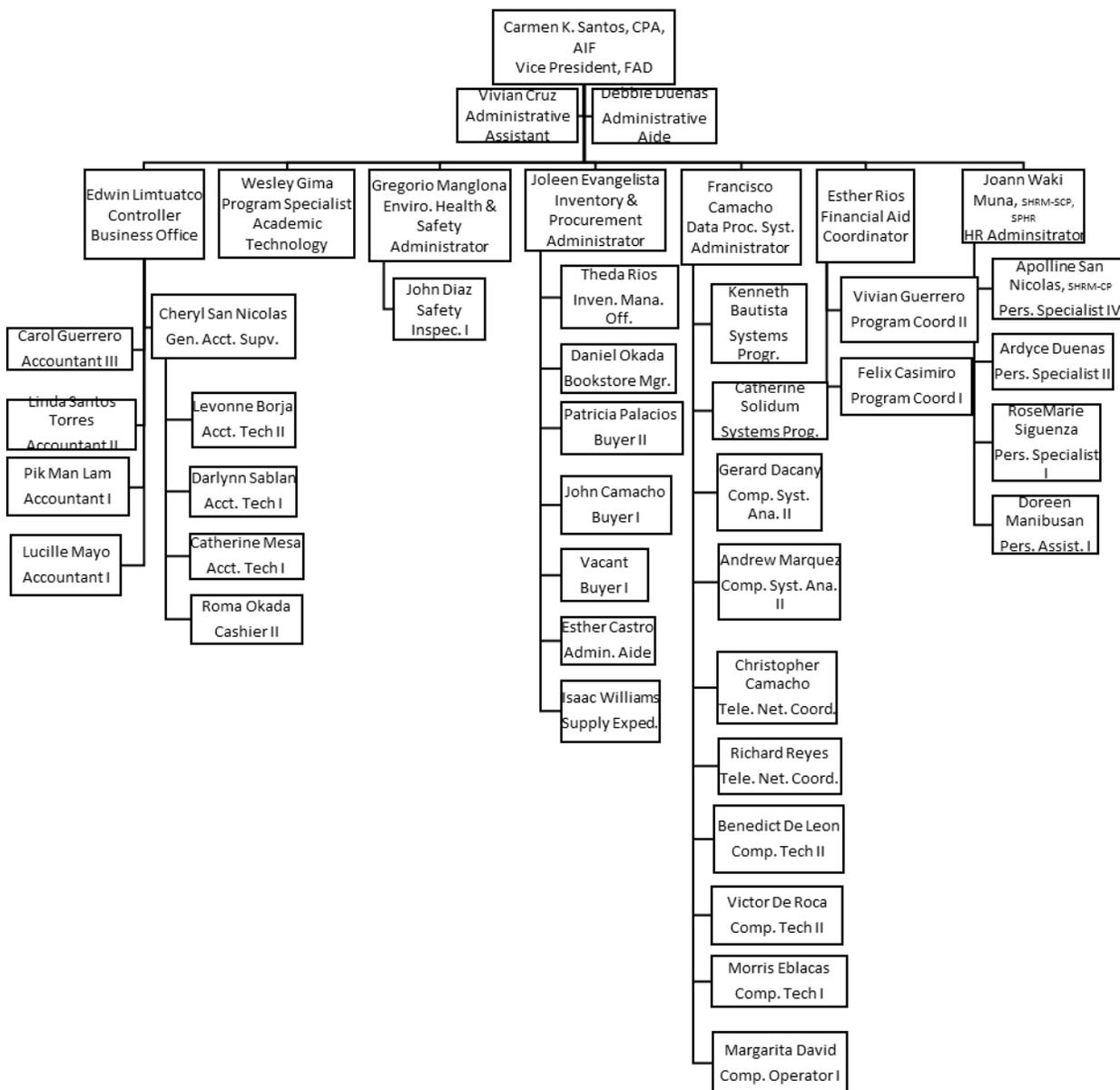
### BOT & Office of the President



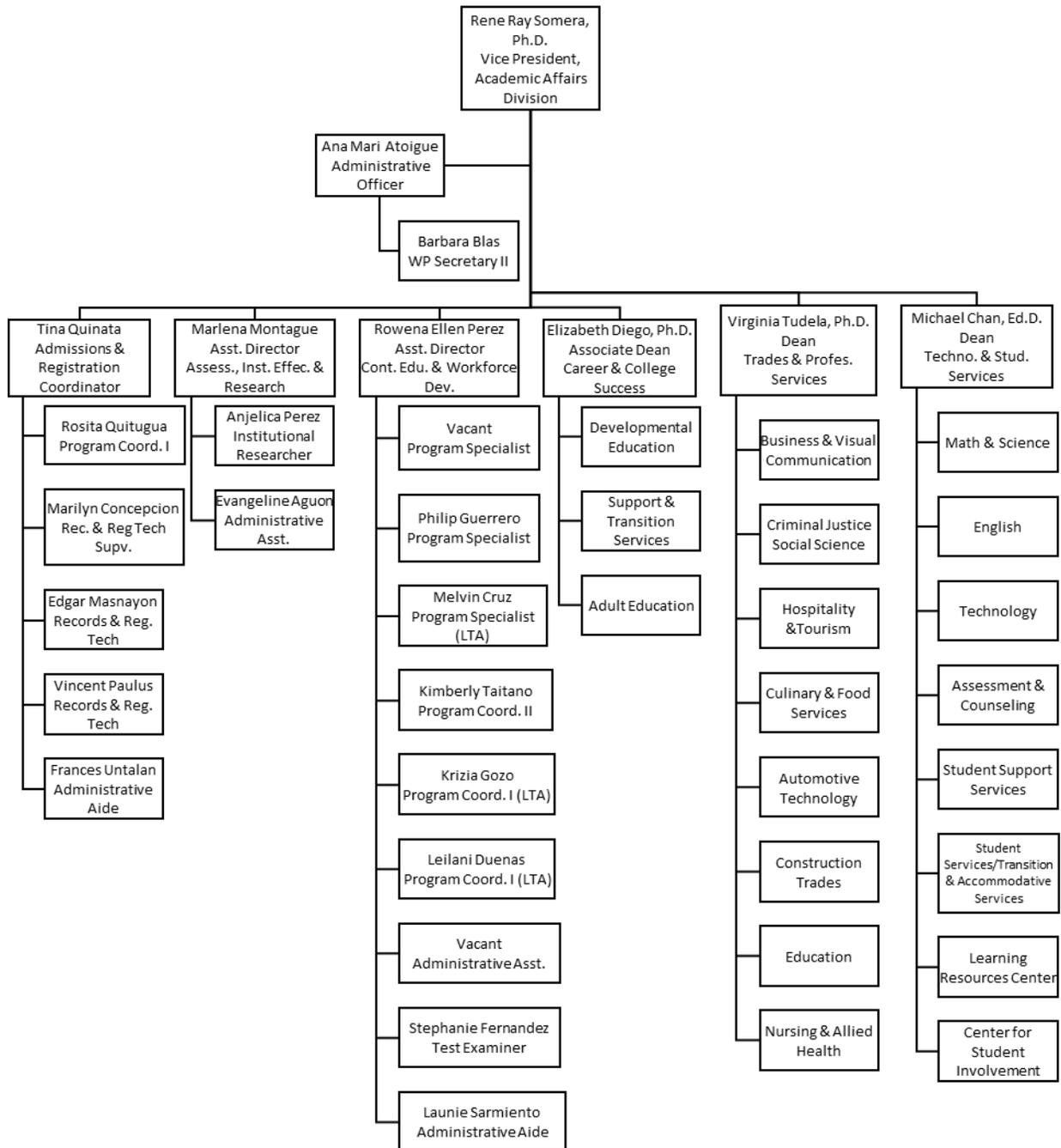
## Office of the President

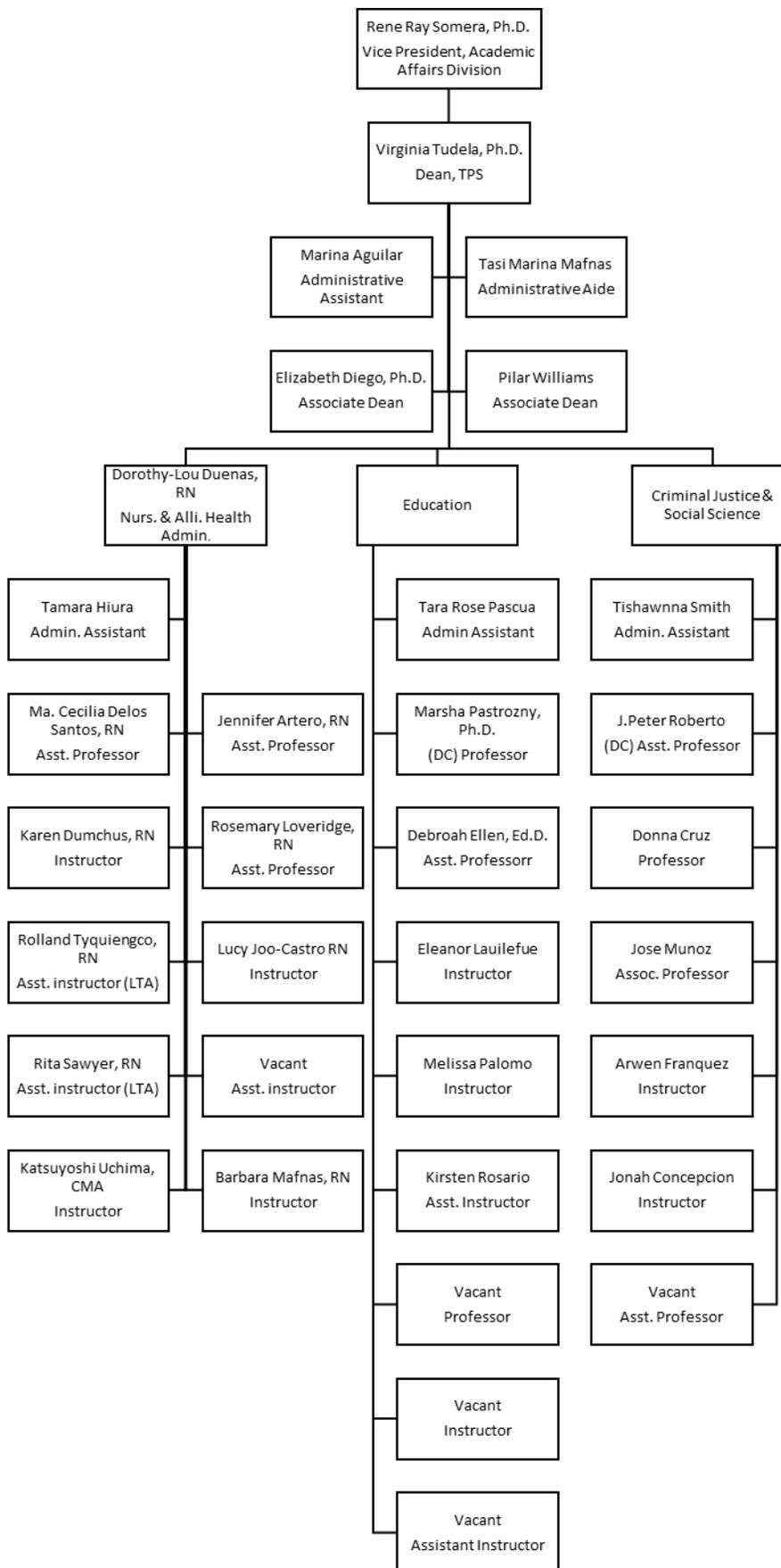


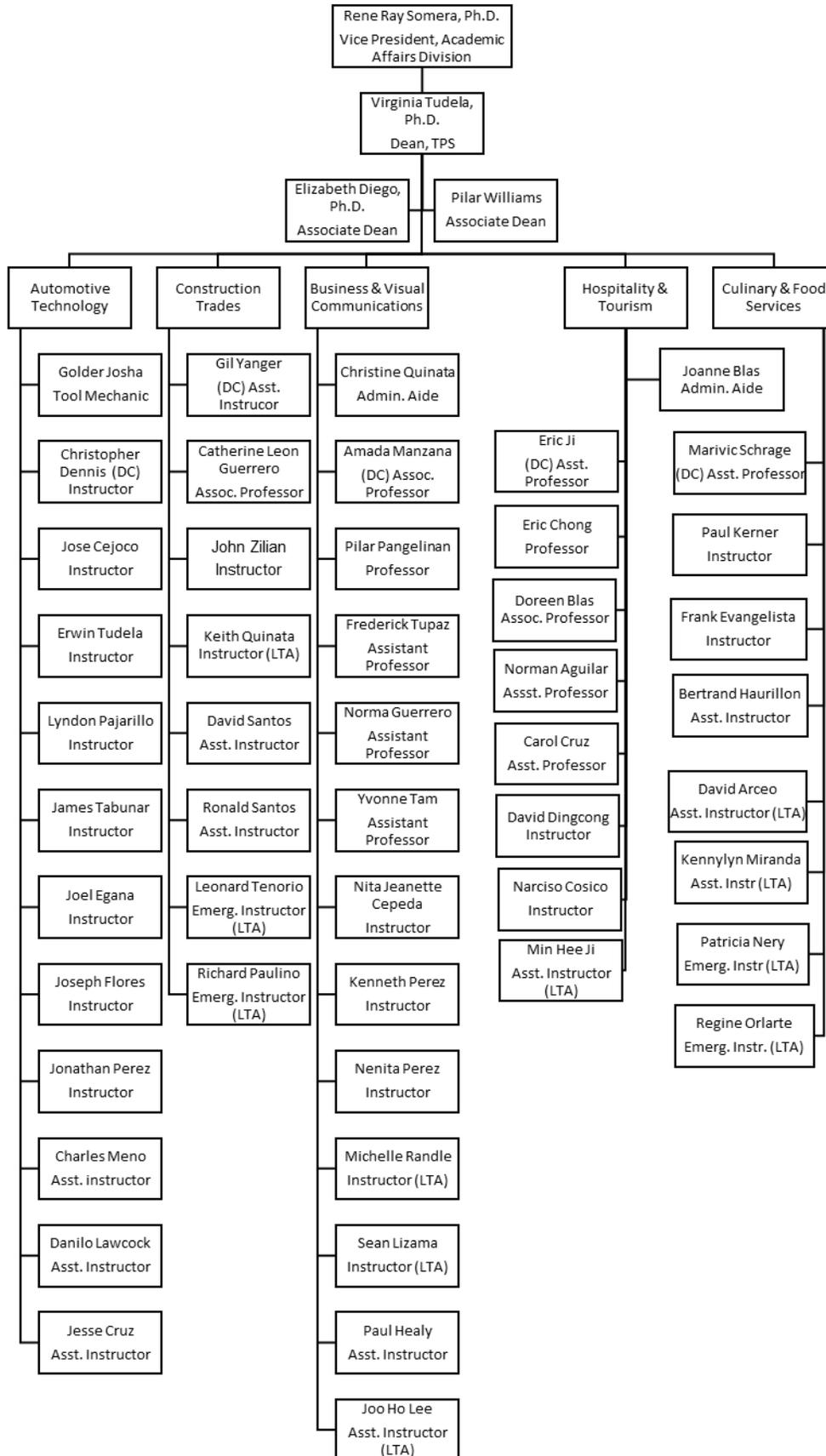
## Finance & Administration Division

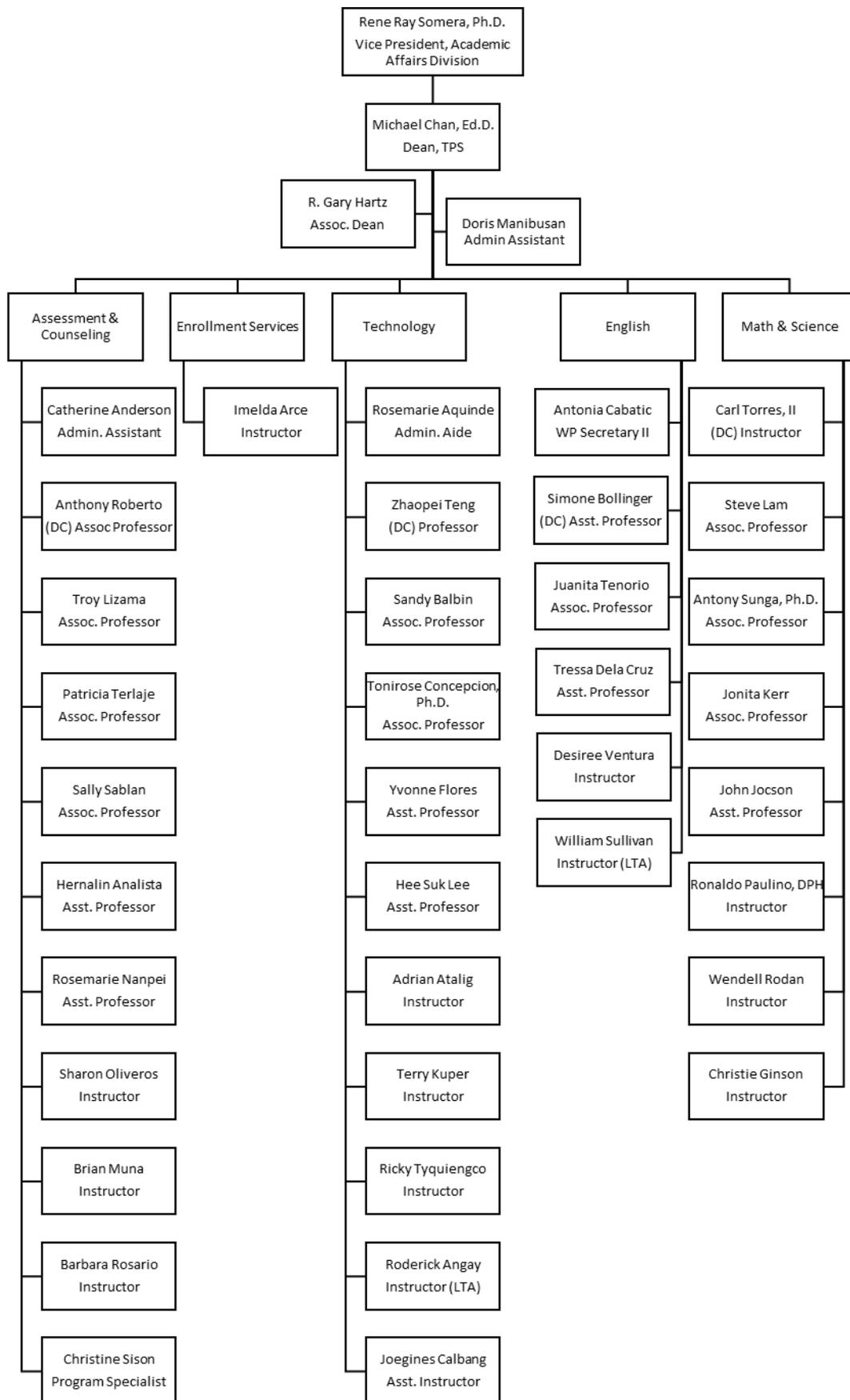


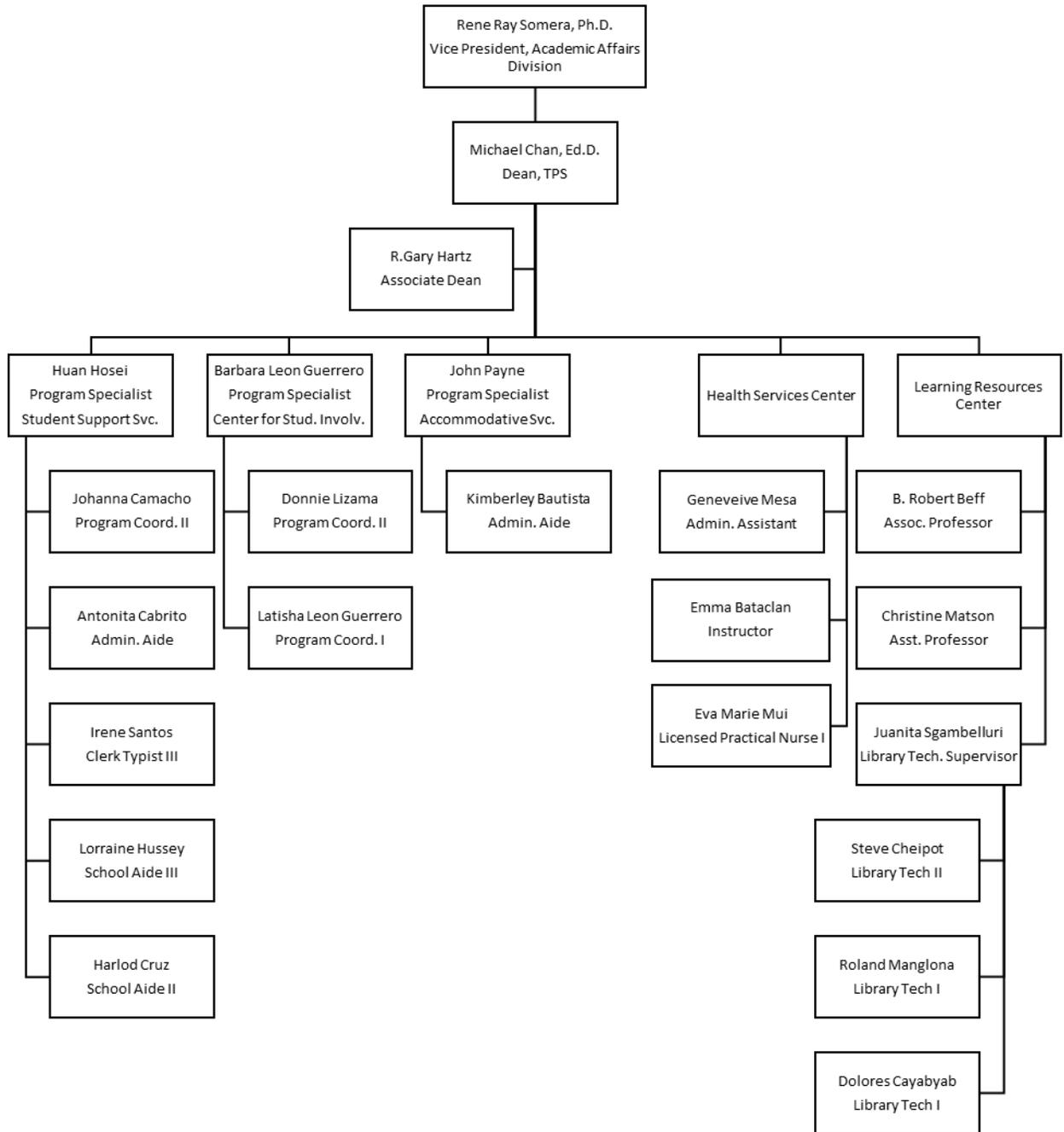
## Academic Affairs Division

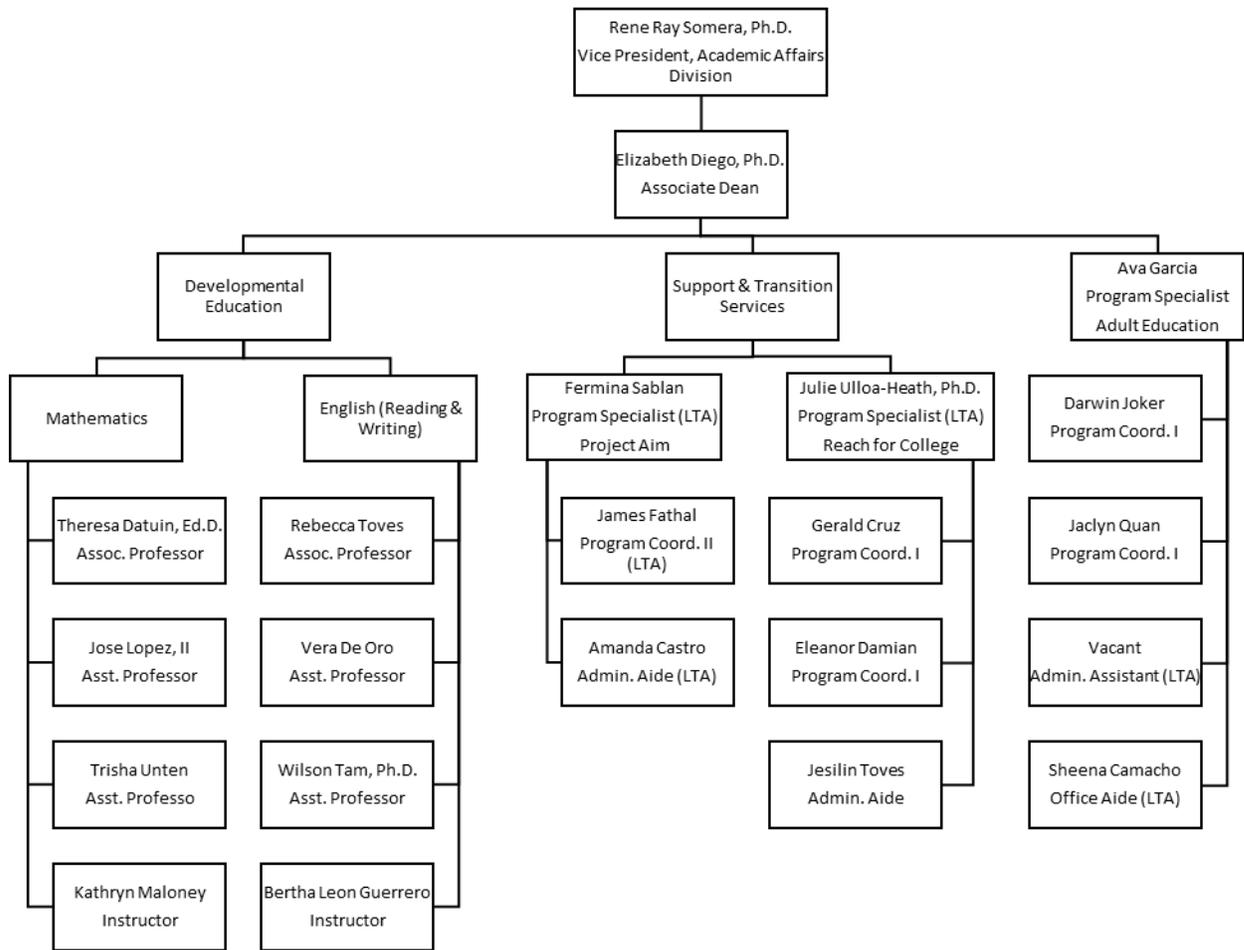












## **Certification of continued institutional compliance with Eligibility Requirements (ERs)**

### **1. Authority**

The Community College Act of 1977 (codified as 17 GCA §§ 30101) or Public Law 14-77 is Guam Community College's enabling law, as enacted by the Guam Legislature. This public law has served as the institutional mandate that has provided GCC the authority to provide secondary, postsecondary, career-technical training, and adult educational programs on island. In May 2011, the 31<sup>st</sup> Guam Legislature passed a bill to amend the terminology in the original legislation (that is, from *vocational education* to *career and technical education*), as well as to provide the college with authority for procurement and leasing of the college's real estate property. This legislative action became Public Law 31-99. As the only community college on Guam, the institution received its initial accreditation from ACCJC in 1979 and has continuously maintained an uninterrupted six year reaffirmed accreditation status for the past two accreditation cycles (2006, 2012).

### **2. Operational Status**

The college has its roots in the Guam Vocational Technical High School (better known as VocTech) which was established as an entity of the Territorial College of Guam (which later became the University of Guam) in the 1950s. After becoming a community college in 1977, VocTech as a component of GCC continued to exist until 2000 when GCC moved its CTE secondary programs into Guam Department of Education high schools. Because of GCC's unique mandate, this secondary component remains strong, with nearly 3,000 students enrolled in these CTE programs each year. Student enrollment in postsecondary programs remain steady, with students registered full-time or part-time in credit programs. A college catalog is published annually to provide students all the information they need about programs of study and courses that fulfill program requirements leading to a credential, with a schedule of classes published each semester.

### **3. Degrees**

Unique by its mandate, GCC offers 23 associate degree, or two-year programs, and 18 certificate, or one-year programs for a student population of about 2,400 to 2,500 students each semester. GCC also offers a U.S. Department of Labor approved Apprenticeship program in conjunction with over 100 island employers. In fall 2016, over 500 apprentices were enrolled in the program. Additionally, GCC offers the following Adult Education programs on campus: Adult High School, two high school equivalency tests (GED® and HiSet®), English as a Second Language, and Adult Basic Education (Basic Literacy Skills and Family Literacy).

GCC also has a significant presence in the six island public high schools through its offerings of three-year career and technical education (CTE) programs in areas such as Tourism, Marketing, Visual Communications, Allied Health, Early Childhood

Education, Construction Trades, Electronics, AutoCAD and Automotive Services. Though these programs are dependent on facilities at each school, average enrollment has grown to nearly 3,000 students (in sophomore, junior, and senior grade levels) at any given time. Students receive either a Certificate of Completion or Certificate of Mastery upon their completion of these programs. Students enrolled in these CTE programs also avail of GCC's Dual Credit Articulated Programs of Study (DCAPS) and are given the opportunity to earn free college credits in corresponding SLO-aligned postsecondary courses at GCC. In effect, the DCAPS creates a direct pathway to Guam Community College for Guam's public high school students.

#### 4. Chief Executive Officer

In keeping with Board Policy 455 (Selection of President), members of the Board of Trustees actively participate in the review and selection process for the college president. The Board selected Dr. Mary A.Y. Okada as the chief executive officer on a full time basis in October 2007. This year marks her tenth year as the college's first woman President. Her appointment granted her adequate and sufficient authority to implement board policies at the college. Based on her last performance-based evaluation in June 2016, the board extended her contract for three renewable three-year terms to maintain continuity and stability of college operations.

#### 5. Financial Accountability

In April 2017, the Guam Office of Public Accountability (OPA) commended the Guam Community College for being the *only* government agency to qualify as a low-risk auditee for the 16th consecutive fiscal year. The OPA highlights acknowledged GCC's ability to maintain financial solvency in the face of continued dependency on the government of Guam "to pay for personnel costs at the GCC campus and at the six secondary high schools and the post-secondary programs."<sup>20</sup>

The highlights noted that GCC closed FY 2016 with an increase in net income of \$864,000, a \$6M decrease from FY 2015's net income of \$6.9M. In FY 2016, the highlights noted, total revenues were \$37.6M, a decline of \$3.7M or 9% from prior year's \$41.3M, "due to decrease in contributions from U.S. Government, uncollected GovGuam appropriations, and decrease in auxiliary enterprises. GCC's total FY 2016 expenditures were \$36.6M, as compared to \$34.3M in FY 2015, an increase of \$2.3M. Pension expense adjustments accounted for most of the increase, except for \$505K in salaries and wages due to regular increments and additional employees, according to the highlights.

According to the OPA report, GCC's fiscal strength is its ability to use its financial leverage and federal grant money to move forward with campus projects, while at the same time being fiscally conservative with local funding so that it is able to meet its financial obligations. The audit highlights acknowledged GCC's success in obtaining

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<sup>20</sup> GCC receives clean audit for 16th consecutive year - KUAM.com-KUAM News\_ On Air. Online.pdf.

federal grants and loans to expand and improve campus facilities, noting the opening of Building E in December 2014 and its subsequent designation as Leadership in Energy and Environmental Design (LEED) Gold in FY 2016, and the groundbreaking in September 2016 for the renovation and expansion of Building 100. The employees of the Finance & Administration Division deserve much of the credit for the college's 16th clean audit because they are front line in ensuring that GCC follows responsible fiscal procedures, and they are always looking for new ways to improve the college's processes while still safeguarding its financial status.

## **Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations**

This section of the report uses the format suggested in Appendix K of the *Manual for Self Evaluation (2017)* to document the college's compliance with ACCJC policies, as well as federal regulations. As such, the narrative under each category below addresses the substantive areas included in the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies.

### **Public Notification of an Evaluation Team Visit and Third Party Comment [Regulation Citation: 602.23(b)]**

The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.

- Guam Community College has made every effort to publicize the arrival of an ACCJC visiting team to the college in March 2018. As early as a year before the visit, on March 13, 2017, the Accreditation Liaison Officer (ALO) released a memo of notification to the entire college community that the formal countdown for the visit has begun. Along with this memo, a countdown meter was also posted on the college portal, MyGCC, that detailed the number of days, hours, minutes, and seconds before the actual visit. Prior to the official GCC countdown, the ALO included this notification during his convocation addresses, college assemblies, and committee meetings with various stakeholders on campus that included faculty, students, Board members, and co-administrators. Additionally, this notification about the visit was also communicated externally to the community-at-large by the president and the ALO through budget hearings, cabinet meetings, radio talk shows, and other channels of communication, such as print, online, and face-to-face. A formal letter to Chairperson Senator Joe San Agustin and Vice Chairperson Senator William Castro of the Committee on Education of the 34<sup>th</sup> Guam Legislature was also sent on September 2017 by the President and the ALO. No third party comment was received as a result of these notifications.<sup>21</sup>

The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

- Should any third-party feedback be received by the college, it will work with the Commission to address whatever concern is brought to light.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

- In GCC's public notification letter to the Education Committee of the 34<sup>th</sup> Guam Legislature, two email addresses (that of the GCC president and vice president for

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<sup>21</sup> Public notification letter addressed to the Committee on Education, 34<sup>th</sup> Guam Legislature, September 15, 2017.

Academic Affairs) were provided for ease of access to the college's leadership so that third-party comment requirements are met by GCC.

- Because of the embedding of the ISER process in the life of the institution, more than sufficient and more than adequate time frame has been given to all stakeholders of the college to be aware of the schedule of the visit, as announced in college assemblies, convocations, and various committee meetings throughout the academic year.

The college reviewed the checklist of evaluation items regarding the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to Third Party Comment. The evidence presented points to the conclusion that the college meets ACCJC's requirements in this regard.

### **Standards and Performance with Respect to Student Achievement [Regulation Citation: 602.1(a)(1)(i); 602.17 (f); 602.19(a-e)]**

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- In 2012, the college established institution-set standards at the postsecondary level. These defined components of student achievement promote GCC students' eventual success in obtaining a credential, such as a diploma, industry certification, apprenticeship, certificate or associate degree.
- These standards have been regularly reported in graphic format in the annual fact book since then, with color coding using traffic light symbols (i.e., green, yellow, red) to communicate levels of success or areas of improvement on these standards. These graphic representations are found on page 20 of this report.
- One component is course completion which is regularly reported to the board each quarter, and published in the fact book as an integral component of annual institutional reporting. Other components that measure student achievement are regularly tracked and monitored for their appropriateness to the college's mission.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- Since its initial implementation at the college, these standards have been disaggregated to include established rates for graduation of college-level students, graduation of pre-collegiate students (developmental), student progression, and course completion. The results of yearly reporting on these standards via the fact

book have been utilized to devise and implement specific strategies that target student completion, both at the course and program levels. These strategies will be discussed at length in various sections of the main body of this report, such as in Standard II (Student Learning Programs and Support Services).

The institution-set standards for programs across the institution are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education. The results are reported regularly across campus and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.

- For career and technical education (CTE) programs, the established components include, but are not limited to job placement rates and licensure examination pass rates for program completers. These components of student achievement have also been reported to the Commission in the ACCJC Annual Report that is due at the end of June each year. Data from these annual reports of student achievement have meaningfully informed institutional decisions about existing programs. As a concrete example, the low pass rates of the Practical Nursing program has resulted in a program revamp in order to put in place specific corrective actions that would strengthen the curriculum and motivation for completers to take and pass the NCLEX.<sup>22</sup> This decision was a collaborative decision between the college and the Guam Board of Nursing Examiners (GBNE), a government-created entity that regulates nursing educational programs on island.<sup>23</sup>

The institution analyzes its performance as to institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- See the Practical Nursing example cited above as an illustration of how data is used by the institution to improve student success in taking a licensure exam, such as the NCLEX.
- In AY 2016-2017, these institution-set standards have also been reported and discussed, through the participatory governance process, at Faculty Senate meetings and T-zone meetings, and a dialogue has been started to raise the level of acceptable performance to a more challenging level.<sup>24</sup> The analysis of trend data for these performance measures has led to specific strategies to mitigate the college's underperformance in certain areas. More in-depth discussion of these underperformance areas and strategies for improvement will be discussed under the Standards sections of this ISER.

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<sup>22</sup> Practical Nursing Certificate Program Review

<sup>23</sup> Memo response to Practical Nursing Certificate Program Review

<sup>24</sup> T-Zone stands for Transformation Zone, which refers to a dedicated space drawn by specific stakeholders on campus to discuss transformative ways to promote student achievement and success.

After a critical review of the elements included in the checklist, the college concludes that it meets the Commission's requirements, and hence, is in compliance with the Commission Policy on Standards and Performance with Respect to Student Achievement.

### **Credits, Program Length, and Tuition [Regulation Citation: 602.16 (a)(1)(i); 602.17(f); 602.19(a-e)]**

Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- GCC Board of Trustees Policy 345 (Credit Hour Policy) articulates the expectations of credit-hour assignments for undergraduate level credit courses under a semester system of approximately fifteen (15) weeks each semester (or its equivalent in the summer session). Adopted since June 2012, this credit hour Board policy codifies the college's requirement of course contact hours in compliance with Federal and ACCJC guidelines.
- The minimum program length of 60 credits for an associate degree and 30 credits for a certificate degree is adhered to by the college, as enforced by the then-Learning Outcomes Committee (LOC; now Curriculum Review Committee) through its curriculum review and approval processes already in place.
- The final guidelines to implement this policy were the product of collaborative work between the then-LOC and the Faculty Senate as approved by the College Governing Council.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- As defined in Policy 345, a credit hour reasonably approximates not less than one (1) hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or (2) a minimum of 45 hours of student work for other academic activities as established by the institution including laboratory, practicum, clinical, and other academic work leading to the award of credit hours.
- This is verified by the Deans every semester as they determine workload assignments for faculty who will teach these courses, as set forth in the master course schedule for the semester. Workload assignments are done for courses that include face-to-face, laboratory, online or hybrid, and for clinical courses (such as Practical Nursing) that take place in a medical setting.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- The tuition fees collected from students is published on page 30 of the AY 2017-2018 College Catalog under “Tuition and Fees”. The published rate is \$130 per credit hour for resident, \$155 for non-residents, and \$180 for international students. With the exception of additional fees charged for various programs with laboratory, kitchen, or shop components, the cost of tuition is consistent across programs.

Any clock-hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

- There are no clock-hour to credit hour conversions that occurred in any program offering this academic year.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- In compliance with this ACCJC Policy, the Vice President for Academic Affairs issued a memo in January 2017 to the Faculty Senate President to coordinate faculty dialogue on program credit requirements<sup>25</sup>. The year-end report submitted by the Faculty Senate at the end of spring 2017 semester reveals that program faculty have discussed this issue in various faculty meetings, particularly with regard to the impact of credit requirements upon early or delayed student completion. This discussion is ongoing.

## Transfer Policies

Transfer policies are appropriately disclosed to students and to the public.

- On page 23 of the AY 2017-2018 College Catalog, a section on “Transfer of Credits from Postsecondary Institutions” explains the whole process. This section describes the evaluation process as well as the forms necessary to complete this process.
- GCC’s transfer policy is in fact enshrined in Board Policy 320 (Articulation and Transfer Agreements) which states that “the Board is interested in facilitating inter-institutional and mutual cooperation through articulation and transfer agreements with PPEC-member institutions and other higher education institutions beyond our region.”

Policies contain information about the criteria the institution uses to accept credits for transfer.

- GCC accepts credit transfer for all courses successfully completed at any college or university in the United States which is accredited by its regional accrediting body, affiliated accrediting body, the Distance Education Council, or any accrediting body recognized by the United States Department of Education (e.g. MSCHE, NEASC-CIHE, NEASC-CTCI, NCA-HLC, NWCCU, SACS, WASC-ACCJC, WASC-ACSCU, or the DETC) or which is recognized and approved by the Department of

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<sup>25</sup> See VPAA memo 2017-001, “Faculty Discussion on Program Credit Requirements,” addressed to the Faculty Senate President, AY2016-2017.

Education or Ministry of Education in a foreign country. Credit transfer will be accepted so long as the courses satisfy the following criteria:

- Official transcripts are received directly from the institution where the credits were earned.
- The course is at the postsecondary level; with GCC, this means the course is at the 100 level or above and receives undergraduate level credit.
- Credits earned outside of GCC are equal to or greater than the credits to be received from GCC.
- The student has earned a “C” grade or higher (or equivalent).
- The course is not a credit awarded for life experience.

The institution demonstrates compliance with the Commission Policy on Transfer of Credit.

- After a thorough review of the checklist for compliance with this policy, GCC has concluded that its transfer policies are transparent, published, and is widely disseminated to students and the public through its website and the college catalog.

### **Distance Education and Correspondence Education [Regulation Citations: 602.16(a)(1)(iv),(vi); 602.17(g); 668.38]**

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- GCC Board Policy 340 (Distance Education Policy) mirrors the ACCJC policy in that it states how Distance Education is defined and how courses are classified based on the USDE definition. This board policy states that “DE refers to the practice of offering educational services—either instruction or support services—to students who are not physically co-located with the individuals providing the service” and intended to “bring students educational programming in either synchronous (students and the service provider are interacting online at the same time) or asynchronous modes (students and the service provider not interacting online at the same time)”.<sup>26</sup>

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- In 2014, a DE Strategic Plan for the college was formulated through a group of off-island consultants who worked with all stakeholders on campus—students, faculty, and administrators—to guide the consistent application of policies and procedures

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<sup>26</sup> Board Policy 340-Distance Education Policy

regarding DE offerings.<sup>27</sup> As a result of this plan, a DE Standard Operating Procedures (SOP) manual was also produced to guide administrators and faculty in this regard.<sup>28</sup>

- A memo entitled “Teaching DE” is released by the Vice President for Academic Affairs at the beginning of each academic year for academic planning purposes. Faculty must ensure that they fulfill two requirements prior to the semester that they teach a DE course: (1) completion of an online pedagogy course; and (2) training in the Moodle platform. A DE dedicated page is also provided for students and faculty in the college’s website, with all the information and guidelines necessary to prepare for an online or hybrid course.
- To provide further academic support, a DE faculty liaison is identified each academic year to help grow and sustain the interest of faculty and students in online or hybrid courses through a program of professional development activities, mentoring, evaluation and virtual visits to online/hybrid classrooms to stimulate discussions for improvement among faculty.

The instructor has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program and for ensuring that student information is protected.

- All instructors of online or hybrid courses require a face-to-face orientation at the beginning of any course so that student identities are confirmed, and students are provided the support they need in order to succeed in class.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- GCC’s current broadband capacity totals 180Mbps (megabits per second) in bandwidth and is serviced by two separate Internet Service Providers (ISPs) namely GTA Teleguam and PDS (Pacific Data Systems), as contracted. This capacity is available to both our wired and wireless services for all authorized and authenticated users. A three-pronged multi-homed connection to and from the Internet gives the college the redundant links to its DE site, just in case any of these ISP lines go down. Additionally, the college has on standby the necessary infrastructure to connect to another ISP, DOCOMO Pacific, in case both GTA and PDS lines simultaneously get disconnected. Notably, the institution’s total capacity threshold is holding optimally below 75% utilization for both incoming and outgoing Internet traffic, which simply means that GCC has more than sufficient bandwidth to accommodate the entire campus. Upgrade to the bandwidth capacity is conducted only by the Management Information Systems (MIS) Office when normal Internet traffic continues to surpass 75% utilization on a daily basis.
- Internally, GCC technology infrastructure is sufficient to maintain and sustain distance education offerings since the college uses up-to-date computers, software tools, networking equipment, and multiple fiber-optics network backbones that allow

<sup>27</sup> DE Strategic Plan, 2015-2020

<sup>28</sup> DE Standard Operating Procedure

GCC users to connect responsively to the Internet and to the remote MOODLE Learning Management System (LMS). Externally and with the MOODLE LMS currently residing in the Cloud, as contracted with and hosted by Remote-Learner, the institution has established a robust learning system platform that is sufficient and sustainable. Contracting with Remote-Learner and having the LMS site in the Cloud gives GCC the opportunity and the flexibility to expand the MOODLE LMS, as needed, in the near future.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- With a board policy (Policy 340) guiding the implementation of DE offerings on campus, with the corresponding DE Strategic Plan and DE Standard Operating Procedures that have been developed as a result of the policy, the college believes it meets the Commission's requirements and is therefore compliant with the Policy on Distance Education and Correspondence Education.
- The college does not offer correspondence education.

### **Student Complaints [Regulation Citation: 602.1 (a)(1)(ix); 668.43]**

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

- Policies and procedures for student complaints are available both in the Catalog and online via [www.guamcc.edu](http://www.guamcc.edu). Specifically, the student complaint procedures can be found on pp. 22-25 of the Student Handbook, and are available on the Student Services tab of MyGCC.<sup>29</sup>
- Incident report forms are available at the Student Support Office, with staff assistance given to students in filling out the form whenever it is needed.
- The language in the Student Handbook explains the procedure for student grievances and illustrates the detailed process of filing a grievance: Step One-Initiating a Complaint; Step Two-Informal Resolution; Step Three-Formal Resolution; and Step Four-Resolution by the President.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- Incident reports of written student complaints are kept at the office of the Associate Dean (School of Technology and Student Services). In this role, one of his primary responsibilities includes the handling of judicial proceedings that cover investigation, resolution, and reporting of student complaints.

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<sup>29</sup> Student Handbook, 2017-2018

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- Guam Community College has reviewed the checklist for compliance with this policy and has concluded that it meets the Commission's requirements. It is also prepared to answer any questions regarding complaints, policies and procedures.

### **Institutional Disclosure and Advertising and Recruitment Materials**

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- The college catalog and the website ([www.guamcc.edu](http://www.guamcc.edu)) are the two major channels through which detailed information about program offerings, credit requirements, class schedule, room assignments, as well as policies and procedures about college processes are communicated broadly to students and the general public.
- The college's official name, physical address, website address, office telephone numbers, program offerings, credit requirements, individual programs and courses, as well as their corresponding student learning outcomes (SLOs) are all published in the catalog. It is both published in print and online as a pdf copy in the college's website. A separate schedule of classes is also published each semester to provide students all the information they need to register for classes and the support services available to them while enrolled.
- Various employees across the college provide input to the catalog and the website so that these channels of communication are as accurate and reliable in terms of promoting the programs and services of the institution.
- The catalog is reviewed annually and a process is in place for providing feedback at the department, school, and divisional levels. Department chairs as well as faculty and staff are encouraged throughout this process to provide specific comments about their department or program offerings. The Vice President for Academic Affairs oversees the Registrar's work in developing, revising, and finalizing the college catalog prior to the start of each academic year.
- The college website is regularly reviewed by a Web committee that handles the layout, design, and content of the website through consultations with students, faculty and administrators, who are each represented in this committee. The Assistant Director of Communications and Promotions, in collaboration with the college's graphic artist, provides oversight of this process. The accuracy and reliability of information contained in the website is given utmost priority by this committee as they conduct the website's annual review.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- All publications and advertising to promote the college and its programs are handled by the Office of Communications and Promotions. The assistant director of this office ensures the integrity of all publications and advertising, including recruitment

materials such as flyers, posters, and brochures, through a rigorous process of review for all materials submitted for publication in print or online. All announcements to the GCC college community, for example, must be emailed to [gcc.pio@guamcc.edu](mailto:gcc.pio@guamcc.edu) for review and approval prior to its posting on the college portal, MyGCC.

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The college catalog has separate sections on “Regional Accreditation” (page 10) and “Program Accreditation” (page 11) to convey its accredited status to the general public. Its regional accreditation is that of ACCJC which is an “institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.” The Associate of Arts in Culinary Arts received its program accreditation from the American Culinary Federation (ACF) Education Foundation, which is recognized by the Council of Higher Education Accreditation (CHEA). The website also mirrors the same information regarding the college’s accreditation status.

#### **Title IV Compliance [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.17 et seq]**

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The College ensures compliance with Title IV requirements through frequent reviews of policies and procedures and other system oversight measures. Aligning its practices and procedures with requirements outlined by USDOE, as well as utilizing the tools and guidance provided by the institution’s membership in professional organizations and enhanced by student input, the college consistently engages in quality improvement strategies.
- The Financial Aid Office employees conduct compliance requirement checks on an annual basis by subscribing to the Financial Aid Administrator’s professional organization compliance engine and by following the U.S. Department of Education’s Federal Student Aid Assessment guide. Financial Aid Office employees also attend regular conferences, workshops, on site training, and web training offered by the US Department of Education and Professional Financial Aid Association to ensure the college complies with current Title IV financial aid regulations.
- The college received unmodified (clean) opinions on its fiscal year (FY) 2016 financial statements and reports on compliance and internal control from an independent auditor, Deloitte and Touche. GCC achieved a milestone in April 2017 by qualifying as a low-risk auditee for the 16<sup>th</sup> consecutive fiscal year. Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by auditors for FY2016 and FY2014. There were no material weaknesses or significant deficiencies identified in the results of those audits.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the College's financial responsibility, including student financial aid responsibility.

The institution's student loan default rates are within the acceptable range defined by the USDOE. Remedial efforts are undertaken when default rates near or meet a level outside the acceptable range.

- GCC's Financial Aid Office does not administer federal student loans at this time, though the college has been approved to participate in federal student loans via GCC's approved USDE Application to Participate. No default rates can therefore be reported.
- However, the college has a Financial Aid consortium agreement with the University of Guam, and hence, students can avail of the loan program through the University. No loan application has been received for the last six years.

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

### **Standard I.A Mission**

#### **Standard I.A.1**

*The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER6)*

#### **Evidence of Meeting the Standard**

As stated in the Guam Community College (GCC) Board of Trustees (BOT) Policy 100<sup>30</sup>, the current GCC mission statement reads:

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

Translated in native Chamorro, the indigenous language of Guam, it reads:

*“Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfâfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananâgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.”*

The broad educational purposes of the College are to prepare students for entry-level employment in career and technical fields or transfer to a four-year institution of higher education. This is described in this part of GCC mission statement, “providing the highest quality, student-centered education and job training.

The intended student population that GCC serves derives not only from Guam, but students from the various islands across Micronesia, which is implied by the words in the mission statement “job training for Micronesia.” The GCC Fact Book, Volume 11 (SY 2016-2017)<sup>31</sup> breaks down the student population by ethnicity, revealing that 1,108 are Chamorros, and 964 are Filipinos. Also, enrollment by the Micronesian population, made up of Chuukese,

<sup>30</sup> Board Policy 100-Mission Statement

<sup>31</sup> GCC Fact Book, Volume 11, p.14

Kosraean, Marshallese, Palauan, Yapese and Pohnpeians, is represented by 198 students out of a total of 2,410 students. More specifically, GCC strives to meet the educational needs of these diverse students, who are interested in pursuing career and technical education and training.

The mission statement broadly describes the types of degrees and credentials that GCC offers. “Career and technical workforce development” indicates that GCC trains and awards degrees and credentials to students who have completed all necessary requirements of their declared programs thus equipping them with critical skill sets for the workforce.

GCC exhibits its commitment to student learning and achievement in the mission statement through the words, “student-centered.” The College strives to be student centered by ensuring that decisions and policies are designed with this question in mind: “How will this impact student success?”

### **Analysis and Evaluation**

The broad educational purposes of the College and the intended student population are described by the relevant phrases, “providing the highest quality, student-centered education and job training” and “for Micronesia.” The types of degrees and credentials and the College’s commitment to student learning and achievement are designated by “Career and technical workforce development” and “student-centered” within the mission statement itself.

### **Standard I.A.2**

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of the students.*

### **Evidence of Meeting the Standard**

The Office of Assessment, Institutional Effectiveness and Research (AIER) serves as the *central repository* for the College’s data collection and analysis efforts. With direction from the College’s leadership team, AIER is primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services, and administrative units.

Data from all departments, programs, and administrative units are uploaded to the centralized data management software called TracDat. Results are compiled and analyzed by the Committee on College Assessment (CCA) in coordination with AIER and are published in the annual GCC fact book<sup>32</sup> and annual institutional assessment report<sup>33</sup>.

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<sup>32</sup> GCC Fact Book, Volume 11

<sup>33</sup> 16th Annual Institutional Assessment Report (AIAR)

The core of GCC's mission is to "provide the highest quality, student-centered, education and job training for Micronesia." The College uses the Initiatives and Goals of the Institutional Strategic Master Plan (ISMP) to determine how effectively it is accomplishing its mission and provides a direct path to ensure that it is meeting the educational needs of the students. The four goals are designed to have assessment outcomes that directly link to achieving high quality education and job training.<sup>34</sup>

The goals are as follows:

#### Goal 1-Retention and Completion

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.

#### Goal 2-Conducive Learning Environment

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.

#### Goal 3-Improvement and Accountability

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.

#### Goal 4-Visibility and engagement

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

Program and course SLOs are linked to the ISMP goals during the assessment process so that data gathered from assessment reports generated from TracDat provide a clear picture as to how effectively the College is accomplishing its mission.<sup>35</sup> The Committee on College Assessment (CCA) collects and reviews the assessment plans and reports.

The College implemented the Community College Survey of Student Engagement (CCSSE) in the spring of 2016 as an additional effort to determine how well GCC is accomplishing its mission from the perspective of students. CCSSE data indicates how engaged GCC students are during their college experience. Research shows that student engagement is directly related to student success, which is at the core of the GCC mission.<sup>36</sup>

### **Analysis and Evaluation**

Assessment plans and assessment reports are generated through TracDat and submitted to the Committee on College Assessment. The plans and reports are returned to the authors with

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<sup>34</sup> Institutional Strategic Master Plan (ISMP), p.5

<sup>35</sup> Institutional Strategic Master Plan (ISMP), Goal #3, Initiative #1

<sup>36</sup> Community College Survey of Student Engagement (CCSSE), spring 2016

either recommendations for improvement or an approval rating. This data is continuously used to inform college planning efforts and provide data based information to assist with key decisions to support student success.

### **Standard I.A.3**

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### **Evidence of Meeting the Standard**

GCC offers three Associate of Arts (AA) degrees in Culinary Arts, Education, and Liberal Studies. The College also offers 23 Associate of Science (AS) degrees in, to name a few, Medical Assisting, Automotive Technology, and Tourism & Travel Management. Twenty-six Certificates are offered as well. A complete list of all programs can be seen in the current GCC College Catalog<sup>37</sup> and the GCC Fact book, volume 11<sup>38</sup>. GCC's programs are appropriate to the intended student population and align with the College's mission of providing strong career and workforce development for the island community.

Student learning support services, such as Academic Advising, Counseling, Accommodative Services, Tutoring, Project Aim, the Center for Student Involvement, the Learning Resource Center, and open Computer Labs are available with student friendly operational hours to stay in line with our mission to be student centered. Each support service has its own mission reflecting the service it provides with the overall goal supporting student success.<sup>39</sup>

With the ISMP reflecting the mission of GCC, the ISMP guides planning and decision-making and ensures student learning and success. All GCC programs undergo a regular and cyclical assessment process of their learning outcomes. The mission allows the learning outcomes of our programs and services to be focused and intentional so that the assessment results can reflect what improvements are needed for retention and completion, and what is needed to provide a more conducive learning environment.<sup>40</sup> The assessment results are used to justify planning and budget allocation so that improvement and accountability are consistent and maintained.<sup>41</sup> The key is that the College has designed the learning outcomes to reflect the desired success the College aims to accomplish through its mission.

### **Analysis and Evaluation**

All programs and student support services of Guam Community College align with the mission through the learning outcomes, and have an integrated planning process in place. With the mission serving as the foundation, the learning outcomes are written and designed

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<sup>37</sup> GCC College Catalog

<sup>38</sup> GCC Fact Book, Volume 11, p.4

<sup>39</sup> Mission Statements

<sup>40</sup> Assessment Results

<sup>41</sup> Assessment Results

so that assessment results reflect improvement towards the Institutional Strategic Master Plan.

#### **Standard I.A.4**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER6)*

#### **Evidence of Meeting the Standard**

The College's mission is articulated in a mission statement that is widely published in numerous GCC publications. The mission statement can be found in the annual College Catalog<sup>42</sup>, the GCC website,<sup>43</sup> the 2017-18 Student Handbook,<sup>44</sup> the GCC Fact Book, Volume 11<sup>45</sup>, and the GCC 5-Year Academic Calendar.<sup>46</sup>

The mission statement is also a permanent fixture of GCC campus culture. Walking through the campus you can see the mission included in numerous advertising and informational posters and fliers. The mission is also recited at the beginning of the fall Convocation meetings, all college-wide assemblies, faculty, staff, administrative, and Board of Trustees meetings. On many occasions, the Chamorro language version of the mission statement is also recited by the Chamorro language speakers of the college.

GCC Board of Trustees (BOT) Policy 100 (Mission Statement)<sup>47</sup> mandates that the mission statement be reviewed annually and the Board of Trustees approve any changes. More specifically, the mission statement, and any proposals for its revision, are reviewed by the Board of Trustees every January meeting.

In the spring of 2013, as part of the assessment and revision, the Vice President for Academic Affairs (VPAA) and the office of Assessment, Institutional Effectiveness & Research (AIER) participated in the various committee meetings and campus events to gather feedback on the College's mission statement. Discussions continued among faculty, staff, students, and administrators throughout the spring of 2013. On March 7, 2013, in a memorandum<sup>48</sup> from the Assistant Director of the AIER office to the VPAA, it was proposed that the feedback and review period be extended to September 11, 2013 to coincide with the development of the new Institutional Strategic Master Plan (ISMP) 2014-2020. The VPAA then announced to the college community on March 11, 2013, in a memorandum, that the feedback period would indeed be extended to September 11, 2013.<sup>49</sup>

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<sup>42</sup> GCC College Catalog

<sup>43</sup> GCC Website Mission Homepage

<sup>44</sup> GCC Student Handbook, p.7

<sup>45</sup> GCC Fact Book, Volume 11, p.2

<sup>46</sup> Academic 5-year Calendar

<sup>47</sup> Board Policy 100-Mission Statement

<sup>48</sup> Memo-Mission Statement Review and Institutional Strategic Master Plan (ISMP) March 7, 2013

<sup>49</sup> Memo-Extension of feedback period for mission statement review March 11, 2013

Discussions continued about two different proposals for new verbiage of the mission statement during Staff/Administrator Development Day: “Investing in You” March 26, 2013,<sup>50</sup> Learning Outcomes Committee Meeting (LOC) April 5, 2013<sup>51</sup>, Professional Development Review Committee Meeting (PDRC) April 12, 2013<sup>52</sup>, and Committee on College Assessment Meeting (CCA) April 12, 2013.<sup>53</sup>

During the fall 2013 College Assembly<sup>54</sup>, on October 11, 2013, the proposed new verbiage for the Mission Statement in English and Chamorro language was presented to the college community.

On January 10, 2014 the Board of Trustees<sup>55</sup> was presented with the new Mission Statement and thus BOT Policy 100 (Mission Statement) was amended and approved.

The previous mission statement read:

“The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.”

The current GCC mission statement reads:

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

And translated in native Chamorro language, it reads:

“Guiya i Kulehon Kumunidât Guåhan, i mas takhilo’ mamanaguen fina’che’cho’ yan i teknikât na kinahulo’ i manfáfache’cho’ ya u na’ guáguaha nu i manakhilo’ yan manmaolek na tiningo’ ni i manmafananâgui yan i fina’na’guen cho’cho’ para Maikronesiha.”

The change at the beginning of the mission statement replaces “is to be a leader”, which is future tense, to “is a leader,” which is present tense verbiage, and which exhibits the College’s belief that it is already the current leader in education and job training in Micronesia, as stated in the President’s Convocation speech in the fall of 2014. Furthermore, the addition of “student-centered” shows the desire and commitment of the College to align all goals and planning towards student success and achievement.

<sup>50</sup> March 26, 2013- Staff/Administrator Development Day: “Investing in You” March 26, 2013

<sup>51</sup> Learning Outcomes Committee (LOC) Meeting April 5, 2013

<sup>52</sup> Professional Development Review Committee (PDRC) April 12, 2013

<sup>53</sup> Committee on College Assessment (CCA) Meeting, April 12, 2013

<sup>54</sup> Fall 2013 College Assembly

<sup>55</sup> Board of Trustees (BOT) Minutes, January 10, 2014

Most recently, as part of the Board of Trustees Policy 100 Series review, the Mission statement (BOT Policy 100) was submitted and reviewed with no change during the April 8, 2016 BOT meeting.<sup>56</sup>

### **Analysis and Evaluation**

The GCC Mission Statement is deeply embedded in the culture of the institution. It is highly visible, widely publicized in print form and on the GCC website, and is recited during all campus meetings. It is reviewed and amended every year by the Board of Trustees and any revisions to the mission requires input from all stakeholders of GCC.

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

#### **Standard I.B.1**

*The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

#### **Evidence of Meeting the Standard**

The College defines student outcomes as either academic or administrative and are generally referred to as Student Learning Outcomes (SLOs).

The process of dialogue about academic SLOs occurs through advisory committee meetings, department meetings, and Committee on College Assessment meetings.

Advisory committees are charged with providing ongoing feedback and input as required for any curricular revisions for either program or course SLOs to meet industry needs.<sup>57</sup>

Advisory committee meetings are led and conducted by the Department Chair. Not all departments have advisory committees. For departments that do, recommendations given by advisory committee members are presented to faculty members in the regularly scheduled department meetings. The dialogue that provides feedback and input from the advisory committee to the department meeting ensures the academic quality of our programs and courses.

Department meetings provide the opportunity for faculty to address concerns, discuss proposed recommended revisions from the advisory committee, or to propose additional revisions towards the SLOs based on classroom observation or data. Upon agreement with the department faculty members, the recommended revisions are then integrated into the curriculum by the author(s) and submitted for review for approval by the Curriculum Review

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<sup>56</sup> Board of Trustees (BOT) Meeting, April 8, 2016

<sup>57</sup> 15th Annual Institutional Assessment Report (AIAR), p.22-23

Committee (CRC) as the final step in the ongoing process of continuous improvement of student learning and achievement.<sup>58</sup>

Dialogue among stakeholders is also used to continually improve student outcomes from the administrative unit side. These learning outcomes are discussed and continually developed within each unit for cyclical review and approval by the Committee on College Assessment.<sup>59</sup>

Dialogue on student equity takes place during the annual updating of the Guam Community College Student Handbook. The Center for Student Involvement and the Associate Dean for the School of Technology & Student Services annually release the GCC Student Handbook. The GCC Student Handbook details student procedures, policies, student responsibilities, and available services. The process of updating the student handbook with additions or revisions involves substantive and collegial dialogue between the student government officers, faculty, and administrators.

Dialogue on institutional effectiveness happens throughout the College upon receiving approval of each department's respective assessment reports from the Committee on College Assessment (CCA). The summary of results from the assessment reports is a data driven indicator of what actions need to be taken for continuous quality improvement. Before any action is taken, all considerations are discussed: schedule, resources, and feedback from all involved stakeholders. This is the core and heart of the dialogue for institutional effectiveness at Guam Community College.<sup>60</sup>

### **Analysis and Evaluation**

Student outcomes, academic quality, and continuous improvement of student learning and achievement are reflected in the academic SLOs. The dialogue on academic SLOs occur during Advisory Committee meetings, department meetings, and CRC meetings. Dialogue on administrative unit SLOs takes place within the departments and is reviewed and approved by the Committee on College Assessment. Dialogue on student equity is within the oversight of the Associate Dean of Technology and Student Services who engages in dialogue with student government officers, administrators, faculty, and staff. The Committee on College Assessment charges the overall dialogue of institutional effectiveness based on the review of assessment reports generated through TracDat.

### **Standard 1.B.2**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER11)*

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<sup>58</sup> Postsecondary Course Approval Form, 2017-2018

<sup>59</sup> Assessment Report

<sup>60</sup> Assessment Results

## Evidence of Meeting the Standard

### *Defining Student Learning Outcomes*

Board of Trustees Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees)<sup>61</sup> mandates that the institution undergo a regular two-year cycle of staggered assessment with four (4) groups representing Associate Degrees, Certificate Programs, Administrative and Student Services Units, and Special Programs

Defining and assessing Student Learning Outcomes (SLOs) is an ongoing task that involves input from all departments of GCC. Defining SLOs begins at the course level within an instructional department. An advisory committee, if appropriate for a department, also provides input in defining SLOs to meet industry needs. SLO input from an advisory committee is forwarded to the department faculty for discussion. For student learning support services, defining SLOs begins with focusing on the service being provided. The desired result of the services provided is the center of attention for the SLOs of student learning support services. The SLOs of student learning support services are reviewed during the assessment process by the Committee on College Assessment.

To assist in the continuous effort of defining and assessing of SLOs, the Office of Assessment, Institutional Effectiveness and Research (AIER) publishes the GCC SLO Handbook<sup>62</sup> and the GCC\_Assessment Handbook<sup>63</sup>. In these handbooks, faculty, support staff, and administrators find guidance on creating proper student learning outcomes, how to gather data and input into TracDat, and how to link course-level SLOs to institutional goals. Scheduled training is also offered every semester by the Associate Dean of the School of Trades and Professional Services, regarding writing and assessing effective SLOs for both instructional programs and student learning support services. The Assessment Handbook provides information on the two year assessment cycle schedule and the assessment taxonomy, which organizes the College into four sections and indicates assigned assessment tasks and deadlines. Both the Assessment Handbook and the SLO Handbook are made public to the community and can be readily accessed via the GCC website.

According to the GCC 15th Annual Institutional Assessment Report (AIAR)<sup>64</sup> and 16<sup>th</sup> AIAR<sup>65</sup>, 100 percent of GCC's 402 courses have defined SLOs. Furthermore, 100 percent of all courses are either in the process of assessing their SLOs or are under curriculum review.

This two-year cycle consists of four semesters, each with a specific task to execute:

- 1) Create course and program SLO Assessment Plan(s)
- 2) Gather data
- 3) Compile Assessment Report based on collected data
- 4) Implement the use of assessment results

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<sup>61</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board

<sup>62</sup> GCC SLO Handbook, p.10

<sup>63</sup> GCC Assessment Handbook

<sup>64</sup> 15th Annual Institutional Assessment Report (AIAR), Table 2 pg.6

<sup>65</sup> 16th Annual Institutional Assessment Report (AIAR)

GCC's AIER office works closely with two main committees involved with defining and assessing Student Learning Outcomes. These two committees are the Curriculum Review Committee (CRC) and the Committee on College Assessment (CCA). A description of these two committees can be found in the Agreement.<sup>66</sup>

The Curriculum Review Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsive to the evolving needs of the community. In addition, this committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to the Faculty Senate, departmental chairpersons, committee chairpersons, and administrators as appropriate.

The Committee on College Assessment (CCA) is an institution-level committee created under the terms of the 2000-2005 Board of Trustees-Faculty Union Agreement that took effect in fall 2000. The Board and the Union recognize the importance of systematic and continuous assessment of student learning outcomes at the course, program, and institutional levels and are committed to a joint effort of overall institutional improvement and its stated mission.

Maintaining the College's 100 percent course-level SLO completion rate in its postsecondary courses is a high priority. For assessment results to effectively guide decision making, the SLOs being assessed must be up to date and relevant to the current work force. To ensure the relevance of the SLOs, an Annual Review Cycle schedule was developed. This schedule allows for timely updates of curriculum to coincide with the assessment of the SLOs. The processes that guide defining SLOs offered in Distance Education are no different from regular face to face courses. For courses offered as hybrid or fully online, the SLOs are the same as their face to face counterparts. Pilot distance education classes began being offered in AY 2015-2016. The DE summative report details an assessment of these offerings since the pilot date. Continuing Education courses can have defined SLOs if any of the College's existing courses are run through Continuing Education. If a course being offered through Continuing Education is not an existing GCC course, the SLOs are defined in the application to teach the course. The evaluation tool to assess the course is attached in the application. The evaluation tool is then used to gather data to evaluate the course. Assessment of Continuing Education courses is done at the program level SLOs. The Committee on College Assessment reviews the assessment reports submitted by the Office of Continuing Education.<sup>67</sup>

## **Analysis and Evaluation**

GCC maintains a 100 percent commitment level for defining and assessing SLOs for instructional programs, student support services, and administrative units. Training is offered regularly on SLO writing and assessment, and all departments of the College are in a continuous two-year cycle of assessment.

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<sup>66</sup> Call for Committee Interest, Spring 2017

<sup>67</sup> Continuing Education (CE) Assessment Report

**Standard 1.B.3.**

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER11)*

**Evidence of Meeting the Standard**

GCC's institution-set standards focus on the graduation rate for college-level students, graduation rates to include pre-collegiate students, student preparedness for college, course completion, student progression, and job placement. The benchmarks for the institution-set standards are currently minimum target measurements.<sup>68</sup>

The benchmark for graduation rate is assessed by a five-year average of full-time, new, and first-time, degree-seeking students per fall cohort year who graduated within 150 and 200 percent of the time required to complete their degree program. The benchmark for Student Preparedness for College is assessed by a five-year average of fall cohort students who were registered for college level math and English. The benchmark for course completion is assessed on a five-year average of all fall enrolled students, both college level and developmental, who successfully completed a course. The benchmark for student progression for developmental math and English is assessed on a five-year average of fall enrolled students who successfully passed their respective course(s). The Job Placement rate is assessed on programs where at least ten (10) students graduated in the designated year.<sup>69</sup>

The institution-set standards are discussed through the governance process with the Faculty Senate, Staff Senate, the AIER assistant director, and institutional researcher.<sup>70</sup> The institution-set standards are published in the GCC fact book.

**Analysis and Evaluation**

The institution-set standards were developed and presented to faculty senate and staff senate and published in the GCC Fact Book, Volume 11. The institution-set standards assess graduation rates, student preparedness for college, course completion, student progression, and job placement.

**Standard 1.B.4**

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

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<sup>68</sup> GCC Fact Book Volume 11, p.32

<sup>69</sup> GCC Fact Book Volume 11, p.32-35

<sup>70</sup> Institution-Set Standards, Minutes from Faculty Senate

## Evidence of Meeting the Standard

The College has a comprehensive systematic institutional assessment process in place. GCC follows a two-year assessment cycle schedule. The cycle has four phases: Assessment Plan, Data Collection Status, Assessment Report, and Implementation Status. These four phases apply at both program and course levels, to include post-secondary, secondary, Continuing Education & Workforce Development, Apprenticeship, Student Services, and Adult Education domains. Under the Assessment Report phase, the assessment author(s) are required to “record how results will be used for improvement.” The assessment process has an integrated planning procedure that assesses, supports, and improves student learning.<sup>71</sup>

The “Use of Assessment Results” is the key part of the assessment report that provides direction on what actions will take place for further improvement with student learning and achievement. If results indicate modifications in instructional methods are needed, implementation takes place within the department. If the modification is substantive and requires revisions in the curriculum, it will then go through the review process of the Curriculum Review Committee. If the assessment data indicates action to implement a new assessment method, the revised methods are reviewed and approved by the Committee on College Assessment upon submission of the assessment plan. The acquisition of supplies and equipment may also be the course of action to be taken as indicated by the analyzed data. There is a portion in the assessment report that allows the author to indicate a budget implication. The faculty then submits a requisition to purchase the equipment and attaches the assessment report as justification to be reviewed by the Dean and undergo the procurement process.<sup>72</sup>

## Analysis and Evaluation

Based on the data analysis, the “Use of Assessment Results” indicates what actions are to be taken to improve academic instruction. Changes in instructional methods and revisions in curriculum are faculty driven and may or may not go through the curriculum review process. Changes in assessment methods will be part of the submitted assessment plan and reviewed by the Committee on College Assessment. The acquisition of supplies or equipment will go through the procurement process with the assessment results attached to the requisition as justification.

## Institutional Effectiveness

### Standard 1.B.5

*The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.*

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<sup>71</sup> 15th Annual Institutional Assessment Report (AIAR), p.13

<sup>72</sup> Assessment Report Sample

*Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

### **Evidence of Meeting the Standard**

The program review process, like our course assessment process, is on a two-year cycle. The assessment cycle divides the various program types. Group A is for Associate Degree programs. Group B is for Certificate programs. Group C is for Administrative & Student Services Units, and Group D are Special Programs.<sup>73</sup> The creation of the assessment plan for the program review is the first step. Assessment plans are created and submitted by each program and reviewed by the Committee on College Assessment. The assessment plan provides information on what student learning outcomes are to be assessed, the criteria by which it will be assessed, and the tool that will be used to gather the data.<sup>74</sup> Upon approval of the assessment plan, the process of gathering data begins. The collection of data is the second step in the assessment cycle for both program review and course level assessment. The third step in the assessment cycle is the recording of assessment results and how the results will be used for improvement. The last and final step is to input the status of the implementation of the actions taken for improvement.<sup>75</sup> Growth in budgets requested by programs must be supported by assessment reports justifying the need for the increase in funding. To plan accordingly for this, assessment plans must reflect the SLOs to be assessed that justify the funding.<sup>76</sup>

Continuing Education falls under Group C and assesses program level student learning outcomes.<sup>77</sup> To teach a course through Continuing Education, an application must be submitted. The application consists of the course description and course student learning outcomes. Attached to the application is the tool that will be used to assess the SLOs and gather the data. One of the program level SLOs of Continuing Education assesses the courses it offers through sample analysis.<sup>78</sup>

Guam Community College currently does not have an instructional program that is delivered strictly online.

### **Analysis and Evaluation**

Program review at GCC is on a two-year cycle. The assessment cycle divides the various program types into four groups: Group A: Associate Degree programs, Group B: Certificate programs, Group C: Administrative & Student Services Units, and Group D: Special Programs. Program review consists of four separate processes within the two-year cycle. Creation of the assessment plan is the first step, which must go through an approval process with the Committee on College Assessment. The second step is data collection. The third

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<sup>73</sup> 2-Year Assessment Cycle Schedule

<sup>74</sup> Assessment Plan Sample

<sup>75</sup> 16th Annual Institutional Assessment Report (AIAR), Closing the Loop

<sup>76</sup> Assessment Report Sample

<sup>77</sup> Continuing Education (CE) Assessment Report

<sup>78</sup> Continuing Education (CE) Assessment Report

step is the recording of the assessment results and actions to be taken for improvement. The last step is the status of implementation of actions for improvement.

### **Standard 1.B.6**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

### **Evidence of Meeting the Standard**

In the *General Education Impact Follow-Up Study A Statistical Update for Academic Year 2013-2014* a subpopulation of students taking developmental math and English was identified where the data indicated gaps in student achievement.<sup>79</sup> According to the Fact Book, Volume 11 page 23, from 2007 to 2016 there has been an average of a 2.3 percent decline each year in enrollment for developmental English courses, which are EN100W, EN100B, EN100R, and EN100RW. Despite this slight decline, over three quarters, or 76.8 percent of the postsecondary students from 2007 to 2016 still placed in developmental English courses each year. From 2008-2014, the average successful completion rate of EN100B students was 17.8 percent, for EN100R the rate was 27.6 percent, and for EN100W it was 29.7 percent.<sup>80</sup>

From 2007 to 2016, GCC saw an average of a 0.2% decline each year in placement for developmental math courses, which are MA085, MA095, and MA108. An average of 96.6 percent of postsecondary students from 2007 to 2016 placed in developmental math courses.<sup>81</sup> From 2008-2014, the average successful completion rate of MA085 students was 54.2 percent and for MA095 the average successful completion rate was 54.1 percent.<sup>82</sup>

To address this serious performance gap, GCC created the School of Career and College Success (CCS). In spring 2013, Associate Dean Dr. Elizabeth Diego was tasked by the vice president for Academic Affairs to lead reorganization discussions with the department chairs for English and math.<sup>83</sup>

On July 1, 2013, a memo was forwarded to the vice president for Academic Affairs for implementation and phase-in of the English and math department reorganization and realignment.<sup>84</sup>

On July 10, 2013, the President signed and approved the memo, and on September 5, 2013 and September 20, 2013 meetings were held with the math and English faculty to finalize the

<sup>79</sup> GCC Fact book Volume 11, p.23

<sup>80</sup> AY2013-2014 General Education Impact, p.11-16

<sup>81</sup> GCC Fact book Volume 11, p.23

<sup>82</sup> AY2013-2014 General Education Impact, p.18-21

<sup>83</sup> Questions And Answers about Developmental Education

<sup>84</sup> Memo, July 1, 2013

reorganization.<sup>85</sup> On December 19, 2014, a School of Career and College Success proposal was submitted to the vice president for Academic Affairs by Dr. Diego.<sup>86</sup> She was then appointed to serve as the administrator overseeing the school of Career and College Readiness.<sup>87</sup> On May 28, 2015, a memo from the dean for the School of Technology & Student Services was submitted to the vice president for Academic Affairs and the president listing the names of faculty volunteers to teach for the school of Career and College Success.<sup>88</sup> Four faculty each from the math and English departments volunteered to have 100 percent of their full time workload be developmental education courses. Faculty in CCS now meet regularly to make sure teaching quality and pedagogy is consistent across all sections. Innovative formats of teaching are being implemented such as the “flipped classroom” mode of delivery and “accelerated” developmental math courses. GCC will continue to harvest data on these developmental classes to assess the effectiveness of CCS in improving student learning and achievement.

### **Analysis and Evaluation**

The *General Education Impact Follow-Up Study: A Statistical Update for Academic Year 2013-2014* identified gaps in student achievement for the subpopulation of students taking developmental math and English. The data prompted further dialogue between administrators and faculty to address the performance gap. As a result, the School of Career and College Success was created in 2015 to address the performance gap of students enrolling into developmental math and English.

### **Standard 1.B.7**

*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

### **Evidence of Meeting the Standard**

Assessing the effectiveness of the College’s cyclical evaluation process begins with determining the level of commitment of the various academic departments, learning support services, and administrative offices. The Academic Affairs Division in academic year 2011-2012 had an 85 percent compliance rate in assessment. Over the next three years, the rate increased by an average of 4.7 percent until 100 percent compliance was reached in academic year 2014-2015. However, in academic year 2015-2016, the compliance rate fell to 74 percent and further fell to 50 percent in AY16-17. This drop resulted from the need for curriculum updates as well as department chairperson transitions. Finance and Administration Division in academic year 2011-2012 was 100 percent compliant until academic year 2015-2016 when it dropped to 85 percent, but returned to 100 percent

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<sup>85</sup> Memo, July 10, 2013

<sup>86</sup> School of College & Career Readiness (CCR) Proposal, December 19, 2014

<sup>87</sup> School of College & Career Readiness (CCR) Proposal, May 11, 2015

<sup>88</sup> Memo, May 28, 2015

compliance in academic year 2016-2017. The Office of the President in academic year 2011-2012 was and has been 100 percent compliant, as are the GCC Board of Trustees and Foundation Board of Governors to date.<sup>89</sup>

The “Use of Assessment Results” defines the plans of action needed for improvement. These plans of action may be linked to resource allocation.<sup>90</sup> “Closing the Loop” is the term GCC personnel use to refer to recommended actions for improvement based on the assessment. To determine how effective the recommendations have been, authors are capable of assessing the same SLO for another cycle. Assessing the same SLO in the next assessment cycle enables the author to determine if the course of action or acquired resource contributed to improvement.<sup>91</sup>

Continuing Education and learning support services go through the same assessment process of gathering data as the other departments in the Academic Affairs Division. They follow the two-year cycle where they submit an assessment plan, gather data, report on assessment results and use of assessment results, and then report on the implementation status.<sup>92</sup>

### **Analysis and Evaluation**

At all levels of the institution, GCC engages in an ongoing, cyclical process of program review and assessment. The compliance rates of the divisions of the College is a predictor in the effectiveness of the institution’s cycle of evaluation. Closing the loop and the ability to assess an SLO for another consecutive cycle provides the evidence necessary to determine how effective the planning process was for improvement.

### **Standard 1.B.8**

*The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

### **Evidence of Meeting the Standard**

The College publishes an Annual Institutional Assessment Report (AIAR).<sup>93</sup> The AIAR provides a summary of assessment activities at the course, program, and institutional levels. A report on the annual assessment commitment rates is also provided along with data highlighting Student Learning Outcomes (SLOs) assessment. Highlights of the AIAR report include program enrollment, program completions, workforce advisory committee meetings, and curriculum revision activities.<sup>94</sup>

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<sup>89</sup> 16th Annual Institutional Assessment Report (AIAR), p.3

<sup>90</sup> Assessment Report

<sup>91</sup> Center for Student Involvement (CSI) Assessment Report

<sup>92</sup> Continuing Education (CE) Assessment Report

<sup>93</sup> 15th Annual Institutional Assessment Report (AIAR)

<sup>94</sup> 16th Annual Institutional Assessment Report(AIAR)

In addition, the Office of Assessment Institutional Effectiveness & Research (AIER) uploads the meeting minutes of the Committee on College Assessment (CCA) on the GCC TracDat institutional server for access and safekeeping. Information on the results of assessment activities of all departments or administrative units that were reviewed are documented in these meeting minutes.<sup>95</sup> Any GCC employee who has access to TracDat has access to the meeting minutes. Since assessment is an institution wide responsibility, every employee has access to TracDat, so employees accessing the minutes will be able to view the results of all assessment activities that have gone through the review panel of CCA.

### **Analysis and Evaluation**

The Annual Institutional Assessment Report (AIAR) is an institutional publication that provides highlights of the assessment activities of GCC. Meeting minutes of the Committee on College Assessment (CCA) are also available for GCC employees to access through TracDat. The uploaded meeting minutes provide information on assessment results that have been reviewed by Committee on College Assessment.

### **Standard 1.B.9**

*The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER19)*

### **Evidence of Meeting the Standard**

There are two forms of program review at GCC. One is the program review based on the evidence gathering during our two-year assessment cycle through the use of TracDat. The other is a comprehensive program review based on the need of the institution or conducted due to special circumstances. Step two of the two-year cycle of assessment is the mechanism with which evidence is gathered for program review. The gathering of evidence is dependent on the approval of the assessment plan by the CCA. If the assessment plan is returned to the author, recommendations and feedback are given by the committee to improve the plan with an ample turnaround time of ten working days for resubmission. How evidence is gathered depends on the assessment plan. For academic programs, the mechanism for gathering evidence tends to be through exams or projects that measure the attainment of the learning outcome. Student services usually relies on surveys to gather data and information on the quality of the service being provided. Finance administrative units gather data from documentation and audit reports for learning outcomes. The criteria is included in the assessment plan so that the reader is aware of the standards with which the data will be compared.<sup>96</sup>

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<sup>95</sup> Committee of College Assessment (CCA) Minutes

<sup>96</sup> Academics Assessment Plan

The results of the data analysis must first be compiled in order to determine the effectiveness of the evaluation process. Upon completion of the data analysis, the author will report the results as well as the recommendations for improvement into TracDat. This is the third step of the two-year assessment cycle. The fourth step of the cycle is to provide a status update of the implementation of the recommended actions for improvement. TracDat provides authors the opportunity to provide a follow up assessment for the same learning outcome. This allows authors to collect data on the effectiveness of the analysis and recommendations from the previous assessment cycle. This follow up assessment of the same learning outcome gives a very good picture as to whether the recommended action for improvement attained the desired results.<sup>97</sup> Planning commences with evidence in hand to justify any growth in budget or for the purchase of equipment and resources.

The follow up assessment provides the College the means to plan accordingly for the allocation of its resources, particularly with regard to the Facilities Master Plan. The data gathered through the assessment process becomes the focal point of discussion with regard to proposed capital improvement projects (CIPs).<sup>98</sup> Proposed projects are forwarded for discussion with the Resources, Planning, and Facilities (RPF) committee, where representatives from faculty, staff, administrators, and students are present. Thereafter, the proposed CIP projects are forwarded to the College Governing Council (CGC) for recommendation to the president for approval.<sup>99</sup>

The assessment of online and hybrid courses undergoes the same two-year cycle as traditional course counterparts. An assessment plan is submitted for approval by the Committee on College Assessment (CCA). Upon approval, the author proceeds to gather data using the tools and criteria approved in the plan. The results of the data analysis and recommendations for improvement are then reported. The final step is to report on the status of implementation. The assessment plan and the four column assessment report of a course or program does not distinguish that it offers sections on hybrid or online. For example, GCC offers an online EN110 Freshman English course. The assessment plan and assessment report will not reflect the online or hybrid sections. The rationale behind this is that the student learning outcomes are identical to the face to face course counterpart.<sup>100</sup>

Continuing Education also goes through the same two-year assessment cycle. Continuing Education assesses at the program level. The courses that are run through Continuing Education are assessed by the learning outcomes that are provided by the instructor applying to teach. The applicant instructor also provides the tool that will be used to assess the learning outcomes. Assessing the courses that go through Continuing Education are done by sample analysis of the courses they have offered. The rationale behind the sample analysis is due to the variation of the applicants and the different courses they are applying to teach through Continuing Education.<sup>101</sup>

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<sup>97</sup> Assessment Cycle Assessment Report

<sup>98</sup> CIP Projects

<sup>99</sup> Institutional Strategic Master Plan (ISMP), Goal #2, Initiative #1

<sup>100</sup> English Assessment Plan

<sup>101</sup> Continuing Education (CE) Assessment Report

## **Analysis and Evaluation**

Step two of the two-year assessment cycle is the mechanism with which evidence is gathered for program review to assess the effectiveness of programs and services. The method of evidence gathering varies depending on the department that is doing the assessment.

Academic departments, student learning services, and finance offices have varying tools and methods with which to gather evidence. The assessment plan provides the information on which student learning outcome is to be assessed, the tool that will be used, and the criteria that will set the standard. The effectiveness of the evaluation process can be assessed by doing a follow up assessment on the same learning outcome to ascertain if the recommended actions for improvement was successful. Online and hybrid courses and Continuing Education go through the same two-year assessment cycle as the other academic programs.

## **Standard 1.C Institutional Integrity**

### **Standard 1.C.1**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER20)*

### **Evidence of Meeting the Standard**

The Office of Communications and Promotions holds the responsibility for ensuring the integrity of publications of the College's programs, events, highlights, and successes of its students, which includes secondary, postsecondary, students from Continuing Education, and of its employees as well.<sup>102</sup> The Office of Communications & Promotions oversees all College promotional materials, such as the use of its logo and also directs communications within the institution as well. The Assistant Director for Communications and Promotions works with administrators to ensure that publications, both hard copy and electronic, and social media postings, are accurate and contain updated information.

For example, proposed publications from the Academic Affairs Division, the Office of the Vice President for Academic Affairs or the Deans' offices are reviewed to ensure integrity and that the information is accurate. For example, GCC recently implemented its new CLYMER program. CLYMER stands for Classroom Learning Yields Math & English Readiness. CLYMER allows for high school graduates to enroll directly into college level math and/or English courses at GCC upon meeting all eligibility requirements. The eligibility requirements and policies for the CLYMER program were reviewed and approved by the vice president for Academic Affairs via implementation memo from the Dean for the School of Technology & Student Services (TSS). Once the program was implemented, publications

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<sup>102</sup> Logo Use Guidelines

for the informational flyer, the application, and media release had to be produced. The assistant director for the Office of Communications and Promotions worked with the TSS dean to ensure that the eligibility requirements and policies were correct and followed what was in the signed implementation memo. The assistant director also ensured that the flyer, which also served as the application, was presentable and attractive.<sup>103</sup>

The Office of Communications and Promotions publishes bi-monthly issues of “Chachalani,” GCC’s electronic newsletter. *Chachalani* is a Chamorro term that means, “the journey” or “the path.” Chachalani highlights the monthly activities or achievements of secondary, postsecondary, as well as Continuing Education students, faculty, administrators, and staff.<sup>104</sup> Student achievement is also published through media releases and postings on GCC’s various social media platforms (Facebook, Twitter, Instagram, LinkedIn, etc.). The Assistant Director of Communications and Promotions authors the media releases and postings and works with administrators to release accurate and updated information.<sup>105</sup>

The effectiveness of the Office of Communications and Promotions is determined through the two-year assessment cycle. The learning outcomes assessed focus on the dissemination of information to the middle and high school student population as well as the island community.<sup>106</sup>

### **Analysis and Evaluation**

The Office of Communications and Promotions ensures the integrity and quality of publications, both hard copy and electronic, disseminated by the College. The assistant director works with administrators to ensure that the information published is accurate and up to date. Publications include an electronics newsletter called Chachalani as well as media releases and social media posts. The Office of Communications and Promotions undergoes the two-year assessment cycle to evaluate its effectiveness.

### **Standard 1.C.2**

*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (ER 20)*

### **Evidence of Meeting the Standard**

GCC publishes its college catalog for postsecondary students annually, and provides an online version for viewing and searching. The catalog provides descriptions of the college’s mission; programs of study; admission requirements and procedures; institutional policies; degrees and certificates; student support services; educational resources; financial aid services; and learning outcomes at the institutional, program, and course levels. From 2013 to

<sup>103</sup> CLYMER Program Memo, March 17, 2017 and Application

<sup>104</sup> Chachalani Issues

<sup>105</sup> Media Release

<sup>106</sup> Communications & Promotions Assessment Report

2015, the College went through a transition period to move from a printed catalog to a fully online catalog via the ACALOG system. The transition to ACALOG has allowed the curriculum review process to be integrated so that the catalog is updated in real time with accurate and updated information. All appointed reviewers such as the registrar, department chairs, deans, Curriculum Review Committee, the vice president for Academic Affairs, and the president still remain. Papers and folders of curriculum documents to be reviewed are transitioned electronically into the ACALOG system. Approvals or recommended revisions of updated curriculum are done through ACALOG.

The catalog for secondary CTE course offerings for programs of study and Continuing Education are published and printed as separate hard copies.<sup>107 108</sup> The curriculum update process for secondary courses goes through the review of hard copy curriculum documents and does not go through the ACALOG system. The appointed reviewers for secondary curriculum are the same as for postsecondary: the registrar, department chairs, deans, Curriculum Review Committee, the vice president for Academic Affairs, and the president.

The College continually reviews its published and posted documents regarding policies and regulations to ensure accuracy of its content. The catalogs and schedule of classes for postsecondary, secondary, and Continuing Education are reviewed by faculty, staff, and administration. Hybrid and online courses are labeled in the schedule of classes appropriately so that students can easily recognize which sections are face to face.<sup>109</sup> Board policies for GCC, according to Board Policy 110 (Board Policy Development & Review), are reviewed to maintain currency on a regular basis as deemed necessary and appropriate.<sup>110</sup>

### **Analysis and Evaluation**

The College provides an online catalog through the ACALOG system for postsecondary programs and courses, locations, and policies. Updates to program and course curriculum are conducted electronically through ACALOG. Published schedules, documents, and policies are continually reviewed to determine if an update is needed and for accuracy. Secondary and Continuing Education courses are published in hard copy catalogs.

### **Standard 1.C.3**

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER19)*

### **Evidence of Meeting the Standard**

GCC collects assessment data for its courses and programs at the secondary, postsecondary, and Continuing Education levels during its two-year cycle. The College also collects

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<sup>107</sup> AY2017-2018 Secondary Catalog

<sup>108</sup> Continuing Education (CE) Catalog

<sup>109</sup> Sample Schedule of Classes

<sup>110</sup> Board Policy 110-Board Policy Development & Review

assessment data for administrative units, student learning services, Board of Trustees, and the Office of the President.<sup>111</sup> The data and analysis is available to all college employees since all GCC employees have access to TracDat. Through TracDat, an employee is able to run a four column report for any academic or administrative unit to see the SLO assessed, the criteria and assessment tool(s) used, the data analysis, the results of the data analysis, the use of assessment results, and the status of implementation.<sup>112</sup>

Though the general public does not have access to the TracDat system, the Annual Institutional Assessment Report (AIAR) highlights the College's assessment activities, which include improvements resulting from completed assessment cycles, assessment commitment rates, and SLO assessment.<sup>113</sup> This document provides the integrity assurance of the mechanics in place for GCC's assessment processes. The AIAR are available to college employees as well as the general public on the GCC website under "Public Reports."<sup>114</sup> The Board of Trustees Assessment Report and the President's Performance Appraisal Report<sup>115</sup> are available to all college employees and the general public online at the GCC website under "Public Reports."<sup>116</sup>

### **Analysis and Evaluation**

The college collects assessment data for its academic programs, administrative units, student learning services, Board of Trustees, and the Office of the President. GCC employees are able to access assessment results for any academic program and administrative unit through TracDat. The general public has access to the AIAR reports, which highlights the College's assessment activities through the GCC website. The general public also has access to the Board of Trustees assessment report and the President's Performance Appraisal through the GCC website.

### **Standard 1.C.4**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

### **Evidence of Meeting the Standard**

The Guam Community College catalog available online provides clear descriptions of general requirements for degree and certificate programs. The online catalog provides accurate and up to date information on program descriptions, program student learning outcomes, general education requirements, technical requirements, and related general education and technical requirements. The curriculum review process for programs and courses which requires review and approval from the registrar, department chairs, deans, the

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<sup>111</sup> Board of Trustees (BOT) Assessment Report

<sup>112</sup> 4 Column Sample Assessment Report

<sup>113</sup> AIAR Documents

<sup>114</sup> College Website Public Reports Page

<sup>115</sup> President's Performance Appraisal Report, 2015

<sup>116</sup> College Website Public Reports Page

Curriculum Review Committee, the vice president for Academic Affairs, and the president if it is a course or program newly adopted, ensure that descriptions of degrees and certificates are clearly described and accurate.<sup>117</sup>

GCC programs and courses are 100 percent compliant and all have student learning outcomes.<sup>118</sup> To maintain this consistency, the office of Assessment Institutional Effectiveness and Research (AIER) publishes the SLO handbook. This handbook provides invaluable information on keeping SLOs measurable and linked to institutional goals. Because of the 100 percent compliance with all programs and courses having approved SLOs, the catalog is able to provide the student learning outcomes along with the descriptions of the courses and programs.<sup>119</sup>

Instructional faculty at the college provide students with a complete course syllabus whether the course is face to face, online, or hybrid, as stated in the Agreement.<sup>120</sup> Continuing Education course instructors are mandated to provide a syllabus with the student learning outcomes as part of the application process, and must provide students with a copy.<sup>121</sup> The syllabus is to be submitted to the department chairperson for review.<sup>122</sup> The chairperson ensures that the syllabi submitted are consistent and meet all requirements of the syllabus checklist, which includes listing the student learning outcomes of the course.<sup>123</sup> Instructional faculty must ensure that course content meets and addresses the student learning outcomes. This is not only ensured through the Agreement and reflected in faculty evaluations, but through the assessment process of the College as well.<sup>124</sup> The Committee on College Assessment reviews the assessment plans so that the criteria, tool, and means of assessment is in line with the identified student learning outcome to be assessed. The criteria, tool, and means of assessment is a direct reflection on whether classroom instruction and student evaluation is in line with the student learning outcomes.<sup>125</sup>

### **Analysis and Evaluation**

The GCC catalog is available online and provides clear descriptions of general requirements for degree and certificate programs. GCC programs and courses are 100 percent compliant and all have student learning outcomes. The instructional faculty provide students with a complete course syllabus whether the course is face to face, online, or hybrid. Faculty evaluations and the assessment process of the College provide guidance and assurance that classroom instruction is designed to meet the student learning outcomes.

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<sup>117</sup> GCC Curriculum Manual

<sup>118</sup> SLO Percentage from Annual Institutional Assessment Report (AIAR), p.5-10

<sup>119</sup> Online Catalog SLOs

<sup>120</sup> Agreement, p.68-80

<sup>121</sup> Continuing Education (CE) Policy on Syllabus Requirements

<sup>122</sup> Agreement, p.68-80

<sup>123</sup> Agreement, p.162, Strong 1

<sup>124</sup> Agreement, p.132, Satisfactory 8

<sup>125</sup> Course Assessment Plan

## Standard 1.C.5

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

### Evidence of Meeting the Standard

On September 4, 2014, the BOT amended and adopted Board Policy 110 (Board Policy Development & Review), which states that the board will “develop broad institutional policies to encourage and maintain good educational practices throughout the institution.” Board Policy 110 requires that the BOT routinely review policies and regulations to stay current with national standards when necessary and appropriate.<sup>126</sup>

There are many examples that demonstrate how policies, procedures and publications are regularly reviewed at GCC. Board Policy 190 (Travel Policy) is an example of how the BOT regularly reviews institutional policies and procedures. The BOT made amendments and adopted the policy on July 24, 2014. Board Policy 190 was then reviewed and approved with no changes on July 15, 2016. Board Policy 171 (Violence Prevention in the Workplace) was recently reviewed and adopted on February 3, 2017. The last review of Board Policy 171 was done on September 5, 2008.

In the Academic Affairs Division, all committees annually review related policies and procedures for effectiveness and integrity. For example, the call for feedback from faculty and stakeholders for the revision of the Curriculum Manual was made in spring 2017. The update for the Curriculum Manual was completed in fall 2017.<sup>127</sup> Departments have also been charged to review and update course and program guides every 5 years to ensure relevance and meet the needs of industry.<sup>128</sup> Academic Affairs Division publications are reviewed and discussed during management meetings and updated as needed.<sup>129</sup> For example, the Academic Advising Handbook was updated in spring 2017 with feedback provided by the Assessment and Counseling department to reflect personnel changes and updates with the Family Educational Rights and Privacy Act (FERPA).<sup>130</sup>

The Assistant Director for the Office of Communications and Promotions is responsible for the integrity of media releases, media interviews, and publications of the College’s programs and events for both academic as well as administrative divisions. The Assistant Director works directly with faculty, staff, and administrators for accuracy and integrity of the information that is released. The Office of Communications and Promotions goes through the two-year assessment cycle where the learning outcomes are assessed for quality assurance of the information that is officially released. The assessment results are available for the campus community to view through TracDat.<sup>131</sup>

<sup>126</sup> Board Policy 110-Board Policy Development & Review

<sup>127</sup> GCC Curriculum Manual, p.4-6

<sup>128</sup> GCC Curriculum Manual, p.6

<sup>129</sup> Academics Affairs Division (AAD) Meeting Minutes

<sup>130</sup> Academic Advising Handbook, p.12

<sup>131</sup> Communications & Promotions Assessment Report

## **Analysis and Evaluation**

The Board of Trustees regularly reviews policies and regulations to maintain accuracy as stated by Board Policy 110 (Board Policy Development & Review). The Academic Affairs Division annually reviews related policies and procedures and acquires feedback from stakeholders for the update of appropriate documents. The integrity of media releases, media interviews, and publications of the College's programs and events is under the charge of the Assistant Director for the Office of Communications and Promotions. The assistant director works side by side with faculty, staff, and administrators for quality assurance and accuracy of the information.

### **Standard 1.C.6**

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

### **Evidence of Meeting the Standard**

The total cost of education at GCC, including tuition and fees, is published in the online College Catalog.<sup>132</sup> The Catalog also covers the estimated cost of attendance for the academic year which is broken down to tuition and fees, room and board, transportation, personal expenses, and books and supplies. The information on costs can also be viewed in the GCC website under the "Admissions" tab, under "Financial Aid" and under "Tuition & Fees."<sup>133</sup> Other required expenses such as textbooks and instructional materials are available for viewing in the Bookstore webpage which can be found under the "Admissions" tab in the "Academic Resources" pull down menu of the GCC website.<sup>134</sup>

Furthermore, counselors, department chairs, and faculty advisors are able to provide details on the costs of education during academic advisement which takes place throughout the academic year. Students are also informed about tuition and fees as well as financial aid during the New Student Orientation, held in the GCC Multi-Purpose Auditorium, before the start of every semester.<sup>135</sup> This orientation is for all new GCC students and all full-time students who have not attended the orientation before.

## **Analysis and Evaluation**

The College provides the necessary information on the cost of education through the College Catalog and the GCC website. Dissemination of information on the cost of education at GCC can also occur during academic advisement by faculty, both instructional and non-instructional. New Student Orientation held at the start of every semester also provides information on the cost of education at GCC.

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<sup>132</sup> Online College Catalog

<sup>133</sup> Admissions Tab

<sup>134</sup> Bookstore

<sup>135</sup> New Student Orientation

**Standard 1.C.7**

*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

**Evidence of Meeting the Standard**

Board Policy 460 (Academic Freedom) reflects the College's commitment to academic freedom for its faculty to engage in research and for the publication of the results. Board Policy 460 outlines the concept of academic freedom in relation to the teaching duties of faculty which includes, but is not limited to, methods of teaching whether it be face to face, online, or hybrid, use of methods for presentation, materials used in classroom instruction, or if the course is run through Continuing Education. Board Policy 460 (Academic Freedom) protects the rights of instructional faculty to teach regardless of mode of delivery and the rights of the students to learn. Board Policy 460 (Academic Freedom) can be viewed in the GCC website and is published in the online Catalog.<sup>136</sup> Board Policy 460 (Academic Freedom) is also recognized in the Agreement under Article IV-Faculty Rights to Academic Freedom.<sup>137</sup>

**Analysis and Evaluation**

Board Policy 460 (Academic Freedom) entitles faculty to freedom in conducting research and in the publication of the results. Board Policy 460 (Academic Freedom) protects the rights of both faculty and students to engage in the academic freedom of teaching and learning. Board Policy 460 (Academic Freedom) also includes aspects of teaching, which include but are not limited to teaching methodology, presentation techniques, and materials used.

**Standard 1.C.8**

*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituents and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

**Evidence of Meeting the Standard**

The GCC Student Handbook defines for both students and faculty what constitutes as academic dishonesty.<sup>138</sup> The College considers academic integrity an integral part of a

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<sup>136</sup> Board Policy 460-Academic Freedom

<sup>137</sup> Agreement, p.11

<sup>138</sup> GCC Student Handbook, p.14-15

student's educational journey. The student handbook also describes the procedure for investigating alleged instances of such dishonesty, and explains the consequences for engaging in such acts.<sup>139</sup> Academic dishonesty, as the handbook states, comes in a variety of forms which include but are not limited to: use of unauthorized material for assistance, plagiarism, multiple submissions, falsification of academic records, facilitating academic dishonesty, or engaging in an act to gain an unfair advantage.<sup>140</sup> Engaging in an act that is considered to be a form of academic dishonesty will be formally filed by an incident report in which a hearing will be arranged with the associate dean of Technology & Student Services to determine the facts and collect any available documentation for evidence for or against the allegations from both parties. Depending on the findings of the hearing, penalties, if applicable will be enforced.<sup>141</sup>

The GCC Student Handbook as a source of information is announced and explained during the New Student Orientation.<sup>142</sup> The students are informed on how to view or retrieve an electronic copy. The students are made aware of the contents of the handbook and are encouraged to read the handbook for more detailed information. The GCC counselors who serve as student advocates, particularly for grade appeal procedures<sup>143</sup> also provide guidance and advisement regarding the contents of the handbook.<sup>144</sup>

GCC student photo identification badges are provided. Photo identification badges are given to college employees as well. Students are encouraged to wear their student ID badge while on campus or have it readily on hand if requested. Faculty are able to conduct student verifications with the identification badges.

All policies contained within the GCC Student Handbook are approved by the Board of Trustees. The associate dean for the School of Technology & Student Services leads the review and updating of the student handbook on an annual basis. Feedback and input are sought throughout the college community. Any substantive additions or revisions are reviewed by administration and recommended to the Board of Trustees for approval to implement. The GCC Student Handbook is available to the public via the GCC website under the Student Services tab.<sup>145</sup>

### **Analysis and Evaluation**

The GCC Student Handbook contains information on what constitutes as academic dishonesty. The handbook provides information on enforcement of the policies regarding academic honesty and the possible penalties if a violation is found to have occurred. Counselors serve as student advocates and provide assistance and guidance regarding the student handbook. Policies in the student handbook are approved by the Board of Trustees and updated annually, led by the associate dean of Technology and Student Services. The

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<sup>139</sup> GCC Student Handbook, p.30-32

<sup>140</sup> GCC Student Handbook, p.14-15

<sup>141</sup> GCC Student Handbook, p.29-32

<sup>142</sup> New Student Orientation Agenda

<sup>143</sup> GCC Student Handbook, p.12

<sup>144</sup> GCC Student Handbook, p.16

<sup>145</sup> GCC Student Handbook on MyGCC

student handbook is announced and discussed at New Student Orientation and is available on the GCC website.

### **Standard 1.C.9**

*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

### **Evidence of Meeting the Standard**

Board Policy 460 (Academic Freedom) is communicated to the faculty that it is recognized in the Agreement.<sup>146</sup> The faculty are also informed that the General Board Policies are available online on the GCC website and where in the website they may be viewed. The Agreement recognizes and understands that Policy 460 (Academic Freedom) acknowledges the support for faculty to pursue knowledge and truth through research and to make public the results. The Agreement recognizes in Policy 460 (Academic Freedom) that information presented should be accurate, conducted for the common good, and does not further the interest of the individual faculty or the College. The presentation of information must be conducted appropriately with restraint being properly exercised. A report of a possible violation of Policy 460 (Academic Freedom) may result in an ethical complaint to be filed. The Faculty Senate has procedures in place to conduct investigations of alleged ethical misconduct, with approved courses of action to take should a violation be found.<sup>147</sup>

In the faculty evaluation, there are provisions that address formal research and the presentation of the results under “Professional Development/Scholarly Activity/Creative Endeavors.” For example, one of the evaluated items states, “Completes formal research project in accordance with institutional guidelines.” Following this criteria, it states, “Presents at a regional, national, or international conference.”<sup>148</sup> Having this available in the evaluation process allows faculty the opportunity to present evaluators evidence of the research and the presentation.

### **Analysis and Evaluation**

It is communicated to faculty that the Board Policy 460 (Academic Freedom) is recognized in the Agreement. Through Policy 460 (Academic Freedom), GCC supports faculty endeavors to pursue the truth and to present their findings. The information must be presented fairly and objectively without furthering the interest of the individual faculty or the College. Faculty evaluations provide the opportunity for evidence of the research and the presentation to be presented and reviewed.

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<sup>146</sup> Agreement, p.11

<sup>147</sup> Faculty Senate Ethics Complaint Procedure

<sup>148</sup> Agreement, p.146

**Standard 1.C.10**

*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

**Evidence of Meeting the Standard**

GCC's mission and focus is to "provide the highest quality student centered education and job training for Micronesia". Board Policy 470 (Code of Ethics) was adopted to hold the College's employees accountable for maintaining credibility and respect for the College as GCC develops relationships with the island community in both the government and private sectors. GCC employees are informed that the general board policies are linked in the GCC website.<sup>149</sup> The GCC Student Handbook provides the Student Conduct Policies. The focus of the student conduct policies is to ensure that students contribute to a healthy environment that fosters growth and learning. The student handbook is presented and discussed at New Student Orientation. Students are also informed that the student handbook can be found on the GCC website. Counselors provide guidance for our students if any assistance is needed regarding the student handbook.<sup>150</sup>

**Analysis and Evaluation**

Board Policy 470 (Code of Ethics) was adopted for staff, administrators, and faculty. The GCC Student Handbook provides the codes of conduct for students. Board Policy 470 (Code of Ethics) and the GCC Student Handbook can be found in the GCC website. The student handbook is also announced and discussed at new student orientation.

**Standard 1.C.11**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

**Evidence of Meeting the Standard**

Guam Community College does not currently offer classes outside the island of Guam. The distance education of hybrid and online courses recently completed its pilot phase that began in fall 2015.<sup>151</sup> The College currently does not offer its distance education courses outside the island of Guam.

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<sup>149</sup> Board Policy 470-The Guam Community College Code of Ethics

<sup>150</sup> GCC Student Handbook

<sup>151</sup> Distance Education (DE) Pilot Memo, February 2015

## Analysis and Evaluation

Guam Community College does not provide any course offerings outside of Guam. Distance Education of online and hybrid courses are still currently only offered to students on Guam.

### Standard 1.C.12

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

### Evidence of Meeting the Standard

Guam Community College prioritizes compliance with ACCJC standards and policies with the utmost importance. The College has addressed all four major recommendations from the 2012 visit. To address Team Recommendation 1, the Office of Continuing Education and Workforce Development (CEWD) has implemented an assessment process to assess and evaluate workshops and training sessions through the use of surveys in which the results are documented in the assessment report. This assessment process is currently ongoing and will continue to take place as part of CEWD's assessment cycle.<sup>152</sup>

The College piloted three distance education courses in fall 2015 to address Team Recommendation 2.<sup>153</sup> Online and course offerings have marginally increased since then as more faculty have undergone training to receive certification to teach online.<sup>154</sup> The College is continuing to assess the feasibility and need for its distance education courses. We currently have two years of data to analyze to determine the direction with which to move forward with distance education. The DE summative report provides an analysis of this data since the pilot.

A total of \$1.39 million in funding was allocated to MIS to support costs for maintenance and upgrades to support the College's technology needs. The process of upgrading hardware is ongoing and the transition to Windows 10 has begun. Wi-Fi hot spots are more readily available and reliable throughout the campus.

On May 5, 2012, GCC's Staff Senate was created to serve as the formal governance structure for staff employees. With the creation and addition of the Staff Senate, the College now has complete representation when engaging in dialogue regarding crucial institution wide decisions that affect all college constituents. The College Governing Council, the Resource,

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<sup>152</sup> 2015 ACCJC Midterm Report

<sup>153</sup> Distance Education (DE) Pilot Memo, February 2015

<sup>154</sup> Online Course Offerings, fall 2017-spring 2018

Planning, and Facilities Committee, and the College Technology Committee now have representatives from faculty, administration, students, and now staff.

The 2015 GCC Midterm Report to ACCJC was announced to the college community and is available to view or download by GCC employees and the general public from the GCC website under Public Reports. The 2015 Midterm Report provides information on the recommendations that were given during the 2012 visit, and details what the College has done to address the recommendations.<sup>155</sup>

### **Analysis and Evaluation**

All four major recommendations from the 2012 have been addressed. The 2015 GCC Midterm Report provides information on how the recommendations were addressed. The 2015 GCC Midterm Report was announced to the college community and made available to the general public on the GCC website.

### **Standard 1.C.13**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and public. (ER21)*

### **Evidence of Meeting the Standard**

The advisory committees of the GCC programs are an integral part of our success. Department chairs request for participation from employees of companies in the field of study who can provide feedback and input on industry standards, skills and training they will be looking for from graduates, and recommendations on revisions on curriculum. The department then makes the recommendation to the college president for appointment with final approval from the Board of Trustees.<sup>156</sup> Substantive revisions on curriculum both at the course and program levels requires advisory committee feedback.<sup>157</sup> Advisory committee meetings allow the Guam Community College programs to develop a strong partnership with the business community. GCC programs have grown and improved as a result of the input and feedback from advisory committee members.<sup>158</sup>

From the administration side, the president and her management team continue to collaborate with local entities such as Guam Telephone Authority, Docomo Pacific, Guam Contractor's Association, and the Guam Hotel and Restaurant Association. Management also works closely with government agencies like the Guam Department of Education, Guam Power Authority, village mayors, the Department of Labor, Public Health and Social Services, and the Guam Legislature to further advance the mission of the College. The College continues to

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<sup>155</sup> Website Public Report Page

<sup>156</sup> Board Policy 335-Workforce Development Advisory Committees for Career and Technical Education (CTE)

<sup>157</sup> Curriculum Document

<sup>158</sup> Advisory Committee Meeting Minutes

work closely with USDE through programs such as the GCC chapter of Project AIM, Adult Basic Education, Pell grant, and the federal college work study program. Compliance for federal programs have been met and all reporting requirements have been done in a timely manner. Use of the federal funds is properly maintained and appropriate as indicated by GCC's clean audit status.<sup>159</sup>

The GCC website contains the General Board Policies and contains all reports regarding the College's accreditation status such as the Midterm Report, the Institutional Self Evaluation Report, and the ACCJC Accreditation Report.<sup>160</sup> The office of Communications and Promotions provides media releases and disseminates information on highlights and updates on the GCC programs, its students, employees, and most especially on the College's accreditation status.

### **Analysis and Evaluation**

Advisory committee meetings provide a solid foundation for the symbiotic relationship between the industry community and GCC. GCC management works closely with government agencies and local entities to accomplish the College's mission. The College continues to run federally funded programs for the benefit of our students and maintains good standing with reporting requirements and use of the federal funds.

### **Standard 1.C.14**

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

### **Evidence of Meeting the Standard**

The mission statement of Guam Community College makes it clear that our purpose and goal is to help our students succeed by providing the best education and job training possible so they may succeed upon entering the workforce. To evaluate if the institution is actually accomplishing this, GCC developed the Institutional Strategic Master Plan (ISMP), wherein Goal 1 is focused on "Retention and Completion," Goal 2 seeks to provide our students with a "Conducive Learning Environment," Goal 3 is the institution's constant effort to improve and hold itself accountable, and Goal 4 has the College seeking to promote its programs and services in the regional, national, and international scenes.<sup>161</sup> The employees primarily responsible for delivering the education and job training are the faculty, both instructional and non-instructional. The administration and faculty both recognize this, and thus the faculty evaluation rubric was derived and developed to reflect all four of the ISMP goals.<sup>162</sup>

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<sup>159</sup> Project AIM Report to USDOE

<sup>160</sup> MyGCC Public Reports Page

<sup>161</sup> 2017 Institutional Strategic Master Plan (ISMP)

<sup>162</sup> Faculty Evaluation Rubric from Agreement, p.130-175

All divisions at GCC go through the institution's two-year assessment cycle. The learning outcomes of every department or office are designed to support the ISMP goals, which reflect student success. The two-year assessment cycle provides the data and evidence academic programs, divisions, and student services need to continually improve the quality of education at GCC.<sup>163</sup>

The program review process allows the College to determine if program and course offerings are providing the best instruction and training possible. If a program review report finds that there is a need for revision, additions, or even a reduction in force, the College will implement the best decision possible for the benefit of the quality of education for our students. For example, a comprehensive program review was conducted for the Cosmetology program in 2016. The report recommended that the Cosmetology program go through a complete overhaul in both curriculum and facilities. The curriculum revisions were made and completed in spring 2017 to remain compliant with industry certifications.<sup>164</sup> The facility renovations for Cosmetology are scheduled to begin in fall 2018. The priority of the institution is to ensure that students who go through the Cosmetology program receive the best possible instruction and hands-on training in a facility that provides the proper equipment to maximize the attainment of skills and knowledge.<sup>165</sup>

### **Analysis and Evaluation**

The Institutional Strategic Master Plan (ISMP) goals were developed to reflect GCC's mission of providing the best quality instruction and training to ensure student success. The evaluation rubrics of faculty were created and based on the ISMP goals because faculty are primarily responsible for delivering the education and job training to our students. The two-year assessment cycles allows all divisions of the College to collect data for continued improvement. The program review process provides quality assurance for GCC's program and course offerings.

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<sup>163</sup> Academic Affairs Division and Business & Finance Assessment Report

<sup>164</sup> Cosmetology Curriculum Revision

<sup>165</sup> Cosmetology Program Review Report

## Standard II: Student Learning Programs and Support Services

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### Standard II.A Instructional Programs

#### Standard II.A.1

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

#### Evidence of Meeting the Standard

All programs and courses are consistent with the College's mission. The curriculum review process ensures that the College's programs and courses support its mission and are appropriate to higher education. The College has entered into articulation agreements with other postsecondary institutions.<sup>166</sup> The College does not offer correspondence education.

Instructional programs and courses undergo regular review and revision processes as detailed in the 2017 Curriculum Manual.<sup>167</sup> To ensure currency with industry and national standards, curriculum is reviewed every five years. The manual provides procedures for the development of new programs and courses, and for the revision of existing programs and courses. The College has secondary Career and Technical Education (CTE) programs that go through the same process. The development of program-level and course-level Student Learning Outcomes (SLOs) are an integral part of the College's curriculum approval process and are identified in the curriculum document. Program and course-level SLOs are measurable and assessed through the College's assessment process.

The Curriculum Review Committee (CRC) has oversight over the curriculum process as of fall 2017. The committee "ensures and regulates, through quality control, an academically sound and comprehensive curriculum that reflects the mission of the College and is

<sup>166</sup> Guam Community College 2017-2018 Catalog, pp. 196-206

<sup>167</sup> 2017 Curriculum Manual p. 13-15

responsive to the evolving needs of the community”.<sup>168</sup> CRC replaced the former Learning Outcomes Committee (LOC) in response to the changes in the Agreement that went into effect early fall and to reflect ACCJC accreditation standards. This change represents a significant shift in the way documents are reviewed by bringing together critical members of the college enabling a more comprehensive, collective, and efficient examination of curricula. CRC is comprised of academic administrators, faculty, and relevant ad hoc staff.<sup>169</sup>

Curriculum review, as outlined in the manual, is a sequential process involving several steps and a number of reviewers. Programs and courses can be developed and adopted, revised substantively or non-substantively, and archived or reinstated. The process begins with the submission of documents via ACALOG by the author who usually is a faculty member. ACALOG is a catalog management software program implemented in 2014 to create, organize, and publish interactive course information in real time. It also reduces the amount of time needed to find edits, because it provides the College with a comprehensive audit trail of all decisions. Review begins with the department chairperson who either rejects (the document is sent back to the author) or approves (the document moves forward to the next reviewer). The registrar, dean, vice president of Academic Affairs, and president are part of the review process to ensure content is appropriate to higher education and that the connection to the College’s mission is clear. At each level, curriculum review is an iterative process requiring written feedback, revisions to the document, or forwarded to the next level until the review process is completed.

Input from advisory committees is a required part of the curriculum approval process. Programs, courses and certificates are developed and updated with input from the Workforce Advisory Committees as outlined in the Workforce Advisory Committee Handbook. Community and industry feedback is important when implementing programs and courses at the College. Board Policy 335<sup>170</sup> established Workforce Development Advisory Committees for Career and Technical Education (CTE) for every Career and Technical Education program at the College. Department chairs provide a list of recommended members to the College president for consideration. The Board appoints the members. The Workforce Advisory Committees keep GCC’s programs and courses relevant to industry needs for career and technical education on Guam, which directly relates to the College’s mission.

In response to community and industry input, the College made substantive changes to the Associate of Science in Human Services program<sup>171</sup> in fall 2014 with 38 declared students. The first cohort graduated in May 2017. The program is linked to the College’s mission of providing the highest quality, student-centered education and job training for Micronesia.

In fall 2015, the College adopted the Marine & Terrestrial Conservation Enforcement<sup>172</sup> concentration as part of its Certificate in Criminal Justice program. GCC collaborated with the Department of Agriculture’s Fish & Wildlife Division, the Guam Police Department, and the Judiciary of Guam’s Special Enforcement Tactics Division to create this program. The 24 cadets who were enrolled in the 13th Criminal Justice Academy were the first to undergo

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<sup>168</sup> 2017 Curriculum Manual, p. 4

<sup>169</sup> VPAA September 5, 2017 Memo on Updates on Committees under VPAA oversight

<sup>170</sup> Board Policy 335-Workforce Development Advisory Committees for Career and Technical Education (CTE)

<sup>171</sup> Associate of Science in Human Services program

<sup>172</sup> Marine & Terrestrial Conservation Enforcement

classroom instruction on boating safety.<sup>173</sup> The Advisory Committee requested marine terrestrial law enforcement training to increase law enforcement conservation efforts on the island. The first cohort of the Joint Regional Marine and Terrestrial Law Enforcement Academy completed the program on October 6, 2017. This is an example of how workforce advisory committees ensure that curriculum is current and relevant.

The College collects data on student achievement and publishes the information in the annual GCC fact book. Volume 11 of the fact book provides data on the achievement of degrees, including completion of associate degrees, certificates and the awarding of certificates and journey worker certificates.<sup>174</sup> The College currently offers the following programs of study: Associate of Arts (3 programs), Associate of Science (20 programs), Certificates (18 programs), and Apprenticeships (78 programs). Volume 11 of the fact book also provides data on transfer rates to the University of Guam.

Continuing Education (CE) offers courses that “are primarily skill-oriented and are designed to meet the specific training needs of those seeking to upgrade skills in their workplaces, as well as those seeking to develop skills for entry or reentry into the workforce. The courses vary in length, depending on the breadth and depth of the skill to be taught.”<sup>175</sup> CE programs and courses go through the same review process as other curriculum. CE courses are student and community centered, and have criteria that determine satisfactory progress. Continuing Education<sup>176</sup> courses are assessed as part of the College’s two-year assessment cycle to ensure that students are receiving the identified skills, personal enrichment, or other academic needs.

## **Analysis and Evaluation**

The College’s programs support its mission. The programs and courses are developed, revised, and assessed based on student attainment of learning outcomes. The degrees and certificates lead to employment and transfer to other higher education programs. The College provides information about this in its catalog, fact books, assessment, and syllabi.

## **Standard II.A.2**

*Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

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<sup>173</sup> Guam stripes, MarineTerrestrial

<sup>174</sup> GCC Fact book Volume 11 p. 16-17

<sup>175</sup> Continuing Education webpage

<sup>176</sup> Continuing Education Assessment Report

## Evidence of Meeting the Standard

The College uses the IDEA Center's Student Ratings of Instruction Survey<sup>177</sup> to assess teaching effectiveness. The IDEA Center is a non-profit organization based at Kansas State University. GCC has been administering the survey since the fall of 2009. It is administered every fall semester in all courses. The results are provided to faculty during the following semester. The IDEA results guide improvement efforts for faculty. GCC uses the survey since its focus on student learning is customized to fit faculty teaching objectives. These results are part of the postsecondary faculty yearly performance evaluation to help guide improvement efforts at the classroom and program levels.

The IDEA Group Summary Report for the Institution reflect that GCC classes continue to perform well in terms of progress on relevant objectives and GCC students continue to have a positive perception of teaching effectiveness at GCC.<sup>178</sup>

Data from the IDEA survey were used to identify and prioritize professional development needs for adjunct faculty. To address professional standards and expectations, new adjunct faculty complete a four-hour orientation. Academic policies and procedures, accessing MyGCC, federal laws pertinent to educational institutions, student support services, learning resources, safety, and the Adjunct Handbook are the general topics on which new instructors receive training.

A survey of adjunct faculty was conducted in January 2015 to ascertain adjunct faculty professional development needs. Survey questions were based on research of best instructional practices and effective learning strategies. Two-hour training sessions were provided in the fall 2015 and spring 2016 semesters guided by the responses to the survey. The following academic year saw a significant increase in attendance for the pilot adjunct pedagogy training series. The professional development consisted of four two-hour sessions on instructional delivery, student learning outcomes and instructional alignment, learning styles/brain research and implications for teaching and learning, and education and adult learning theories.

The Professional Development Review Committee (PDRC) is responsible for the planning, development, and implementation of professional development that contribute to full-time faculty growth. PDRC has sponsored brown bag sessions, a mentor-mentee program for new faculty, and purchased Go 2 Knowledge, an on-demand training program for faculty.

In alignment with the mission of the institution and student-centered teaching, faculty adapt new teaching techniques. The College is providing training to all employees in a Transformational Change Process<sup>179</sup>, "committed to facilitating GCC's Vision of 100% Student-Centered Success."

To address college-wide accuracy in methods of instruction and improvement of teaching and learning strategies, the Comprehensive Professional Development Plan (CPDP) was drafted and approved in January 2015. The purpose of the Plan is to provide a framework for

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<sup>177</sup> IDEA Student Ratings of Instruction

<sup>178</sup> 2014 group survey, p. 3

<sup>179</sup> Transformational Change Process

college-wide professional development consistent with the institutional mission.

The institutional goal of improving retention and completion by strengthening and improving curriculum and educational delivery to provide a student-centered educational experience includes two initiatives. The Plan provides the structure for incorporating the student-centered learning model into the curriculum and classroom and to strengthening the professional development support for faculty to effectively implement the student-centered teaching model.

The Curriculum Review Manual<sup>180</sup> provides instruction on how to add or revise course-level and program-level student learning outcomes, which are essential components of curricula. Curricula are reviewed through a multi-layered curriculum review process that involves sequential review by the following reviewers<sup>181</sup>: author, department chairperson, Curriculum Review Committee (CRC)<sup>182</sup>, dean, vice president for Academic Affairs, and the president. The last review lies with the registrar.

The 2017-2018 Curriculum Manual<sup>183</sup>, describes the SLO mapping process and how student learning and performance are to be realized in a particular program or course. The Workforce Advisory Committee Handbook<sup>184</sup> ensures that each respective program reflects the needs of Guam's industry and employers so that the College educates students with current skills.

The development and improvement of career and technical programs at GCC rely on Workforce Advisory Committees<sup>185</sup>. The committees are comprised of employers who know the knowledge, skills and abilities that members of the workforce in Guam need in a particular career or technical education area. All career and technical education programs rely on advisory committees. These Advisory Committees are comprised of community members who are entrepreneurs, business leaders, and experts in their respective industries. Advisory Committees comprise a vital part of the curriculum development process. Minutes from the Advisory Committee meetings are attached to curriculum development documents. The college exemplifies community and student interest in its programs which are envisaged in the mission of the institution. The career and technical fields of study are student centered to ensure that all course and program offerings are aligned with the stated mission of the college. The curriculum review and approval processes involve collaborative dialogue between faculty and administrators.

Institutional and departmental career and technical education program reviews are based on data acquired through the assessment process and recorded in TracDat, the College's assessment data management system. The College uses this tool to measure programmatic and course offerings success from one assessment cycle to the next. Assessment data is entered into TracDat. TracDat reports provide departments with the status of their

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<sup>180</sup> Curriculum Manual Appendix A

<sup>181</sup> After the Author submits the curriculum document, it may be approved or rejected at any step during the multi-layered review process. If the curriculum is approved at any step, the author is notified. If the curriculum is rejected at any step, the author is alerted and receives written feedback.

<sup>182</sup> The AY 2017-2018 Curriculum Review Committee (CRC) replaced the Learning Outcomes Committee (LOC) that existed since 2012.

<sup>183</sup> Curriculum Manual, 2017-2018

<sup>184</sup> Workforce Advisory Committee Handbook, pp. 8-9.

<sup>185</sup> Workforce Advisory Committees

assessment. The competency levels and measurable student learning outcomes are assessed at the end of each course.

In 2014, GCC partnered with the Governor of Guam, the Guam Army National Guard, and professionals in the community united to assist Army National Guard members returning from a one year deployment in Afghanistan with career and technical education for their return to civilian life. The result was GCC's Keep Your Guard Up (KYGU) program<sup>186</sup>, which assisted National Guard soldiers to obtain needed workplace skills after deployment. Some soldiers were placed into civilian jobs or were able to successfully compete for jobs in the community. The KYGU program is an example of the college's response to community needs and its ability to work with stakeholders in the community. The College currently employs two KYGU completers.

The College utilizes several instructional delivery formats that include traditional lecture, lecture and lab, practicum, internship, online, and hybrid courses (combination of online and traditional classes). Each course guide specifies the delivery method that is employed. These course guides are reviewed by their respective advisory committee members and department faculty, department chairpersons, members of the Curriculum Review Committee (CRC), the registrar, dean, vice president for Academic Affairs, and the president for adoptions. In consultation with program faculty, advisory committee members review new and existing program and course documents to ensure that delivery formats are appropriate to the needs of the community and the students. Furthermore, faculty ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty are required to follow the course guide for each course. Administrators observe all full-time faculty at least once each semester. Department chairs observe adjunct faculty who teach courses for their department as does the associate dean responsible for overseeing adjunct faculty.

As part of the college's continuous improvement effort to strengthen and enhance the content and method of instruction of programs, the Agreement<sup>187</sup> provides for observation of teaching faculty. During a new full time faculty's first year, the primary emphasis for evaluation is on teaching. The department chairpersons are evaluated in part based on their observations of adjunct faculty.

To further strengthen the content and methods of instruction, faculty participate in the assessment of courses. The College regularly assesses learning outcomes for courses, programs, certificates, and degrees using a two-year assessment cycle.<sup>188</sup> Inherent in this process is the attainment of learning outcomes. Data is collected and uploaded into TracDat, GCC's data management tool, and the results are used for planning purposes. The type of data includes achievement of student learning outcomes, program enrollment, program completions, and curriculum revision activities. This includes assessing student learning outcomes, maintaining data and uploading it into TracDat, and making improvements based on the assessment.

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<sup>186</sup> Keep Your Guard Up (KYGU) program

<sup>187</sup> Faculty Observation Form and Guidelines

<sup>188</sup> Two year assessment cycle schedule.pdf

The Committee on College Assessment (CCA) and the assessment process ensure the continual improvement of instructional programs, courses, and services. Board Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees)<sup>189</sup> charges the CCA with the responsibility to “guide and assist campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports and program review.” The CCA sets deadlines for assessment and shows each group where it is in the two-year assessment process. They review assessment plans, evidence, and goals for improved student learning outcomes, in addition to other assessment duties. The CCA works with faculty, the Vice President for Academic Affairs and other constituents in drafting assessment findings for accreditation.

### **Analysis and Evaluation**

Faculty develop curriculum with input from the Workforce Advisory Committee and in accordance with the College’s mission. Curriculum is continuously revised and updated, with a goal that curriculum not be more than five years old. Faculty are part of the continuous assessment process. Assessment is overseen by the Committee on College Assessment.

### **Standard II.A.3**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*

### **Evidence of Meeting the Standard**

Each academic course, program, certificate, and degree includes at least one student learning outcome (SLO).<sup>190</sup> The Committee on College Assessment (CCA) regulates the assessment of student learning outcomes at the program- and course-level. CCA is comprised of staff, administrators and faculty appointed by the vice president for Academic Affairs. The CCA developed a two-year assessment cycle schedule that guides associate degree and certificate programs, as well as administrative units, student services units and special programs, through a four-stage process: assessment planning, data collection, assessment report, and implementation status<sup>191</sup>. CCA meets weekly during the academic year to review and approve or provide recommendations to each assessment plan designed to achieve each student learning outcome.

This systematic cycle of review has helped the College ensure that assessment is being done consistently and diligently. Based on a review of assessment commitment statistics and

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<sup>189</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board

<sup>190</sup> The SLO Handbook AY 2017-2018

<sup>191</sup> Two-year assessment cycle schedule

reported in the annual assessment reports, 100 percent of courses with SLOs have been assessed<sup>192</sup>

Course-level student learning outcomes for each course are maintained in ACALOG and found in the catalog and in the course syllabi. All course syllabi are reviewed by the department chairs, and must comply with the syllabi checklist. After the department chair reviews the syllabi, it is reviewed by the deans and associate deans to ensure that all the components in the syllabi checklist are included. The checklist includes textbook information, description of the course, student learning outcomes, the basis for grades, and the availability of accommodative services, FERPA and other information. If any issue with a syllabus is discovered, the syllabus is returned to the department chair for discussion with faculty. Students receive course syllabi from their instructor on the first day of class.

### **Analysis and Evaluation**

The College includes student learning outcomes in its course and program approval documents, the course guide, and syllabi. In addition, department chairs review syllabi for student learning outcomes before submitting them to the dean.

### **Standard II.A.4**

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

### **Evidence of Meeting the Standard**

To improve learning and increase retention, a new school was established in fall 2015. All developmental education faculty and courses were moved into the School of Career and College Success (CCS), a new name which was officially adopted in spring 2017.

Developmental education faculty and the appointed administrator of CCS hold regular weekly meetings to collaborate and redesign developmental education courses. The decision to pilot newly designed developmental math courses was based on significant review of research and successful mainland college programs and the needs of students. In spring and summer 2017 semesters, accelerated math courses were piloted. By fall 2017 full pilot of redesigned math and English courses was implemented.

CCS became the center of focused attention as a result of broader collaboration involving a number of units of the College. In February 2017, developmental education faculty, administrators and staff of secondary programs, Project Aim, Reach for College, Adult Education, and Student Support Services met for a series of transformation work sessions. The goal was to identify areas of underperformance and develop recommendations for the new school. A presentation was made to members of the president's management team. A

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<sup>192</sup> The 16th Annual Institutional Assessment Report (AIAR) for Academic Year pp. 4-5

preliminary report of the recommendations made was submitted in July 2017. Unit leads continue to meet with the transformation consultant and are making changes to the report based on the feedback received from members of the president's management team to include more data to substantiate the recommendations.

The piloted courses are clearly labeled in the College catalog and are separately numbered from postsecondary courses.

Prior to fall 2017, GCC used the ACT COMPASS exam for math and English placement tests. GCC purchased and currently uses ACCUPLACER<sup>193</sup> for placement testing. ACCUPLACER is a computer-based testing program which provides immediate results for math and English placement. The program includes an essay feature and it allows test administrators to customize placement rules. Each test unit is also available at a reasonable cost. GCC's 11<sup>th</sup> annual Fact Book provides the results for the 2016-2017 academic year. Seventy-three percent of the students who took the English placement test and 95% of students who took the math placement test were placed into developmental courses.<sup>194</sup>

The College and the public high schools on island work together to decrease the number of high school graduates who need to take developmental courses. One of the programs developed to accomplish this goal is the Dual Credit Articulation Program of Study (DCAPS). Select GCC secondary career and technical education courses for high school award college credit via the DCAPS application process. The following secondary programs offer DCAPS: Automotive, Business Education, Construction Technology, Early Childhood Education, Electronics, LMP Tourism and Hospitality, Marketing, ProStart & Culinary. Students who receive a certificate of mastery at the high school level may be awarded college credit upon declaration of the parallel postsecondary major, as set forth in the DCAPS program agreement. The program requires a "B" or better in the high school CTE courses. A total of 44 students have been awarded post-secondary credits since the implementation of DCAPS in spring 2012.<sup>195</sup>

Support is provided to pre-collegiate students through programs like Project Aim<sup>196</sup> and tutoring through the math & English departments. Project Aim provides tutoring services to those who meet eligibility requirements under their program: first generation, low-income, and students with disabilities. Free tutoring is also provided through the Reach for College program and the English and math departments to students who are not served by Project Aim.

The College offers a variety of ESL and adult basic education courses to meet the needs of the community members who have not completed high school and are at least 16 years of age, or who desire to learn English. Students are placed into the appropriate ESL classes, math, and English courses using the Comprehensive Adult Student Assessment System (CASAS). The Adult Education program<sup>197</sup> offers the GED® and HiSet® high school

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<sup>193</sup> ACCUPLACER

<sup>194</sup> GCC Fact Book Volume 11 p. 23

<sup>195</sup> Academic Vice President's SAGA Reports Volume 5 p. 15

<sup>196</sup> Project Aim

<sup>197</sup> adultbasiced.pdf

equivalency tests and Adult High School Diploma programs, and courses in basic skills and ESL. The program specialist and staff offer year-round advisement and career readiness counseling, and a counselor serves as the point of contact for students as well. The Adult Basic Education office serves as a one-stop center, advising and registering students upon entering. Students completing the program are encouraged to transition into the College's degree programs are supported and advised while registering for classes and applying for financial aid.

### **Analysis and Evaluation**

The College clearly distinguishes pre-collegiate courses from college level courses. Students in pre-collegiate courses have been placed into the appropriate developmental courses by ACCUPLACER. ESL and adult education students are placed using CASAS and supported during their time at the College, and encouraged to continue in a GCC postsecondary program.

### **Standard II.A.5**

*The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

### **Evidence of Meeting the Standard**

The curriculum development and review cycle is designed to ensure the appropriate length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. This begins with the curriculum planning process. The 2017 Curriculum Manual has a program approval form<sup>198</sup> which includes a section that shows that full-time students can complete associate degree programs within two years and certificate programs within one year. The program approval form also includes a section on course sequencing as part of completion. All associate degree programs require a minimum of 60 semester credits, and certificate programs require a minimum of 30 credits.

The Curriculum Review Committee (CRC) is another step in the review process. Curriculum documents are reviewed by the department chair, the CRC, the dean, the vice president for Academic Affairs, the president, and the registrar. The registrar reviews the program approval form, to ensure that the number of credit hours and contact hours are in line with the College's credit hour policy.

The institution ensures the quality of its programs through the campus wide curriculum development and assessment processes. The College adopted Policy 306, which called for a systematic five-year cycle of program evaluation with the goal of improving academic

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<sup>198</sup> Curriculum Manual, pp. 35-40

quality.<sup>199</sup> The objectives of evaluation are to assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical education training; and ensure wise allocation of resources.

Each program must complete a self-evaluation, which provides evidence that each course related to the program is systematically assessing the achievement of course student learning outcomes (SLOs). Through the curricular process, program faculty choose student learning outcomes and collect evidence to determine whether students are attaining mastery of the selected student learning outcomes. Each program submits curriculum review documents to determine the relevancy of each course as it relates to the program and degree. The institution employs various means of gathering data needed to determine (a) whether the institution is achieving its goals and (b) the effectiveness of learning at each level of a course sequence or program.

The College further demonstrates the quality of its instruction through the utilization of the Instructional Development and Evaluation Assessment (IDEA) survey designed to assess student learning and to guide teaching improvement.

### **Analysis and Evaluation**

The College's curriculum development process ensures that the degrees and programs meet the standards common to American higher education. The five-year curriculum review keeps curriculum current. Assessment provides evidence of whether students are attaining student learning outcomes. Program curriculum is reviewed for the appropriate number of credit hours.

### **Standard II.A.6**

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

### **Evidence of Meeting the Standard**

The College schedules classes in alignment with student needs and program pathways to ensure students can complete certificates and degrees within established expectations. Department chairs survey students on preferred class schedules (i.e. day and time) for the upcoming semester in order to better serve the current student population. The results of the surveys are used to develop the following semester's schedule and assists in resolving issues related to the scheduling of classes.

Once the schedule of classes is finalized for each semester, students may access it on the College website and the MyGCC portal. On MyGCC, students may search by term and course, and even through an advanced search like course number, course level, and

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<sup>199</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board

instructor. The College Catalog is also available online. It allows the students to be knowledgeable about the time limit for course work, as well as the total general and technical education requirements for a program. The mission, description and student learning outcomes of each program are detailed in the catalog.

The Postsecondary Program Curriculum form in the 2017 Curriculum Manual<sup>200</sup> requires that the author provide details including course sequencing and timeframe for a full-time student to complete the program. The program must demonstrate that a full-time student can complete associate degree programs within two years and certificate programs within one year. The program approval form also includes a section on course sequencing as part of the completion process. The National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) annual completions survey component is conducted each fall semester and the College's institutional researcher serves as the keyholder for this mandate. The survey collects the number of degrees and certificates awarded by field of study, level of award, race/ethnicity, and gender.<sup>201</sup>

### **Analysis and Evaluation**

Program curriculum is reviewed for the appropriate number of credit hours and to ensure that course sequencing allows students to complete associate degree programs within two years and certificate programs within a year. Students have access to information related to program requirements through the College Catalog and student education plans. Students communicate with their academic advisors to ensure that they are on the right track to completion.

### **Standard II.A.7**

*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

### **Evidence of Meeting the Standard**

GCC is home to students from a variety of cultures and subcultures, including Pacific Islanders, veterans, first-generation college students, millennials and students with disabilities.<sup>202</sup> Faculty use different delivery modes, teaching methodologies, and learning support services to address student needs.

The College evaluates the effectiveness of faculty delivery modes and instructional methodologies that are used in producing learning. Two methods of evaluation are student surveys (i.e. IDEA Center's Student Ratings of Instruction Survey) and classroom observations. As part of the IDEA survey, students rate faculty in three (3) areas: the

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<sup>200</sup> 2017 Curriculum Manual, pp. 61-65

<sup>201</sup> GCC (IPEDS) Completions, 2013-2014

<sup>202</sup> GCC Fact Book Volume 11 pp. 9-14

description of course, learning on relevant objectives, and teaching effectiveness based on methods and styles (e.g. an instructor's ability to stimulate student interest, foster student collaboration, and encourage student involvement). Students are also able to provide open-ended comments about the instructor. The IDEA survey results are forwarded to each corresponding faculty, as well as reviewed by his/her Dean. IDEA survey results are used in the evaluation of full-time permanent postsecondary instructional faculty and copies of adjunct faculty IDEA surveys are provided to the appropriate department chairs. A second method to evaluate instructors is through classroom observations. Once a semester, the assigned academic administrators, including deans, associate deans, and the Nursing and Allied Health administrator, observe the elements of teaching for each full-time instructor (e.g. classroom structure, student interaction, and teaching methodology). Adjunct faculty are also observed by department chairs as well as Academic Affairs Division administrators.

Qualified students with disabilities request services from the Office of Accommodative Services via the Request for Accommodations Form. All syllabi include information about the Office of the Accommodative Services and how a student may apply for services. A student requesting an accommodation can seek that accommodation from the Office of Accommodative Services. If a student qualifies for an accommodation, the student will present the instructor with an accommodation plan that includes universal design and learning, which have been approved by the U.S. Department of Education. Upon receiving the accommodation plan, the instructor must sign that they received the plan from the student requesting accommodative services. Faculty must provide the accommodation(s) identified in the accommodation plan and submit monthly reports for students with accommodations. The Accommodative Services Office is available to answer questions the instructor might have about the accommodative plan.

The College's Project Aim program provides academic support, academic advising, and mentoring to students who meet one or more of the following criteria: low income as defined by federal guidelines, and first-generation in college and/or a documented disability.

The student organization, Council on Postsecondary Student Affairs (COPSA), hosts a variety of student activities, and provides academic support and information about college. COPSA represents all officially registered postsecondary and Adult High School students, and serves as a voice for students concerning issues and concerns.

### **Standard II.A.8**

*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

#### **Evidence of Meeting the Standard**

At the program level, various tools are used by departments for assessment. The Education Department requires students to demonstrate learned knowledge and skills, which are

measured by a standard rubric, through a capstone course. The Hospitality and Tourism Department administers the American Hotel & Lodging Educational Institute national certification exam; the pass rate of this exam is used to assess the program. Students registered in the same college-level math course but enrolled in different class sections receive a standardized exam designed by the Math Department. The Science Department offers a credit-course to earn a training certificate on Hazardous Waste Operations and Emergency Response, which is an Occupational Safety and Health Administration standard. The Construction Trades Department utilizes a series of competency exams throughout the semester to ensure students can demonstrate specific skills to meet U.S. Department of Labor standards. The Transportation Department uses standardized exams or practicums to assess course-level student learning outcomes. The instructors for EN 100W, Fundamentals of English/Writing, all give a course-wide final exam that is graded by a standard rubric.

The College recognizes non-traditional and sponsored learning. GCC awards college credit via Prior Learning Assessment, a process described in Board Policy 350 (Prior Learning Assessment (PLA)).<sup>203</sup> Information regarding prior learning is also available in the 2017-2018 College Catalog.<sup>204</sup>

### **Analysis and Evaluation**

Many departments use standard rubrics to reduce bias in exams they develop to test students' knowledge of subject matter. Other departments utilize national certification exams as evidence of technical skills attainment. Likewise, the College has a process for the assessment of prior learning, which can be found in the College catalog.

### **Standard II.A.9**

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

### **Evidence of Meeting the Standard**

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. All programs and courses have clear student learning outcomes. The College has a Student Learning Outcomes Handbook<sup>205</sup> to guide the development of student learning outcomes. This Handbook is posted on MyGCC. Student learning outcomes are found in individual course syllabi, college catalog and curriculum documents, such as course and program approval documents. The College assesses programs and courses in a two-year

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<sup>203</sup> Board Policy 350-Prior Learning Assessment (PLA)

<sup>204</sup> Recognition of Non-Traditional and Sponsored Learning

<sup>205</sup> Student Learning Outcomes Handbook

assessment cycle. The grading system is described in the college catalog and individual course syllabus.

Guam Community College (GCC) has a review process to ensure credit hours awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Board Policy 345 (Credit Hour Policy)<sup>206</sup> codified the College's requirement of course contact hours in compliance with Federal and accrediting agency guidelines. For traditional lecture courses, one credit equals 15 hours spent in class. Credit is awarded when students pass the course.

All courses have student learning outcomes that provide content that is essential to the course. Student attainment of student learning outcomes is the basis for the final grade, which results in credit for the course. Forty-five (45) contact hours equals one credit for practicums and labs. Fifteen contact hours of lecture is equal to one credit. The awarding of credits depends on whether the student acquired the student learning outcomes for the course.

For continuing education, ten contact hours equals one Continuing Education Credit (CEU) equivalency. CEUs are awarded with a pass/fail grade, since the CEU experience is learning enrichment/advancement and not mastery of scholarly materials. For credit hours, continuing education follows GCC's credit hour policy. The Office of Continuing Education offers certificates of enrichment or completion.<sup>207</sup>

Course guides are generated by department faculty and forwarded to the registrar, deans, and the vice president for Academic Affairs to review the course Student Learning Outcomes (SLOs), number of contact hours, and credit hours based on the clock hours.<sup>208</sup>

### **Analysis and Evaluation**

Students must attain learning outcomes in order to be awarded course credit, degrees, and certificates from the College. Curriculum is developed based on Student Learning Outcomes (SLOs). The registrar, deans, Curriculum Review Committee, and vice president for Academic Affairs review all curriculum documents to ensure compliance with the credit hour policy.

### **Standard II.A.10**

*The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

<sup>206</sup> Board Policy 345-Credit Hour Policy

<sup>207</sup> 2015-2016 Continuing Education Catalog p. 6

<sup>208</sup> 34 C.F.R., section 602.16 (a) (vii), section 602.24 (e) (f) and section 600.2 (credit hour)

## Evidence of Meeting the Standard

The college has several articulation agreements with the University of Guam, a four-year university, in addition to 21 other community colleges and four-year universities in other areas. Board Policy 320 (Articulation and Transfer Agreements)<sup>209</sup> recognizes the importance of the ability of GCC students to transfer to the University of Guam and the Pacific Post-Secondary Education Council (PPEC) member institutions, with a reciprocal arrangement for students at those institutions, and other institutions who enter into a reciprocal agreement. The articulation agreements are found in Appendix A through E of the 2017-2018 GCC College Catalog<sup>210</sup>, and include program-to-program and course-to-course articulations.

The institutions with current articulation agreements are:

1. University of Guam
2. Chaminade University-Honolulu, Hawaii
3. University of Hawaii at Manoa-Honolulu, Hawaii
4. College of Micronesia-Federated States of Micronesia (COM-FSM)
5. University of Alaska Fairbanks
6. Bellevue University-Bellevue, Nebraska
7. University of Phoenix (online)
8. Dusit Thani College-Bangkok, Thailand
9. University of Makati-Makati City, Philippines
10. American Hospitality Academy Philippines-Makati City, Philippines
11. Pacific Islands University
12. SIAS International University-China
13. Kadan Automotive Technical College-Sendai, Japan
14. Wayland Baptist University
15. First Asia Institute of Technology and Humanities-Batangas, Philippines
16. Guimaras State College-Philippines
17. Mariacy Beauty Academy
18. American Hotel & Lodging Educational Institute
19. Dong Seoul University-Korea
20. Ming Chuan University-Taiwan
21. Guam Home School Association

The College's articulation agreements are clearly stated in the College catalog. The Registrar regularly evaluates transcripts from other institutions at the student's request. The 2017-2018 GCC Catalog<sup>211</sup>, provides qualifications that must be met for GCC to accept transfer credit: "GCC will accept credit transfer for all courses successfully completed at any college or university in the United States which is accredited by its regional accrediting body, affiliated accrediting body, the Distance Education Council, or any accrediting body recognized by the United States Department of Education (e.g. MSCHE, NEASC-CIHE, NEASC-CTCI, NCA-HLC, NWCCU, SACS, WASC-ACCJC, WASC-ACSCU, or the DETC) or which is

<sup>209</sup> Board Policy 320-Articulation and Transfer Agreements

<sup>210</sup> 2017-2018 GCC College Catalog, pp. 196-205

<sup>211</sup> The 2017-2018 GCC Catalog p.23

recognized and approved by the Department of Education or Ministry of Education in a foreign country.” The following additional requirements must be met:

- Official transcripts are received directly from the institution where the credits were earned.
- The course is at the postsecondary level; with GCC, this means the course is at the 100 level or above and receives undergraduate level credit.
- Credits earned outside of GCC are equal to or greater than the credits to be received from GCC.
- The student has earned a “C” grade or higher (or equivalent)
- The course is not a credit awarded for life experience.

GCC has an official form for students to request an evaluation of records. The registrar often consults with faculty in the respective department for guidance when transferring courses. Faculty will compare student learning outcomes for the GCC course with the student learning outcomes for the requested transfer course, in order to determine whether the outcomes are similar.

### **Analysis and Evaluation**

The 2017-2018 GCC Catalog<sup>212</sup> contains the transfer-of-credit policies for students. The appendixes to the GCC Catalog contain information about articulation agreements between the College and other institutions. If there is no articulation agreement in effect with another institution, the students may request an evaluation of transfer-of-credit.

### **Standard II.A.11**

*The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

### **Evidence of Meeting the Standard**

Student learning outcomes (SLOs) are a key component of curriculum. Faculty design student learning outcomes, hence faculty are primarily responsible for the effectiveness of course SLOs. The SLO Handbook is a guide to help faculty develop course-level learning outcomes. Each SLO must correspond with program learning outcomes and the States’ Career Cluster Initiatives. Further, each SLO must align with six established institutional learning outcomes (ILO) that are listed in the 2017-2018 Catalog.<sup>213</sup> The ILOs were

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<sup>212</sup> 2017-2018 GCC Catalog

<sup>213</sup> The following are established Institutional Learning Outcomes: (1) Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate: (2) Use of acquired skills in effective communication, and quantitative analysis with proper application of technology; (3) Ability to access, assimilate and use information ethically and legally; (4) Mastery of critical thinking and problem-solving techniques; (5) Collaborative skills that develop professionalism, integrity, respect, and fairness; and (6) Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

recommended by the Faculty Senate, approved by the president and adopted by the Board of Trustees.

In order to ensure that course-level learning outcomes align with the program and the institution, the curricula are vetted through a multi-step approval process, which is described in the 2017 Curriculum Manual<sup>214</sup>. Curricula are reviewed by the department and department chairs (DC), particularly with regard to the learning outcomes listed. Once approved by the DC, curricula is forwarded to the Curriculum Review Committee (CRC). The CRC further examines the substance of the curriculum, then approves or recommends revision. Upon approval, the dean, vice president for Academic Affairs, and then the president approves or disapproves each curriculum document.

### **Analysis and Evaluation**

The College's general education requirements, the Institutional Learning Outcomes provide associate degree graduates with the skills they need. The College ensures that faculty report how student learning outcomes are related to general education courses, ILOs, and SLOs in GCC courses through the TracDat assessment data management system which provides this linking capability.

### **Standard II.A.12**

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

### **Evidence of Meeting the Standard**

The College's Catalog contains information about the general education requirements of all associate degree programs.<sup>215</sup> To satisfy the College's general education requirements, students must take 19-20 credits from each of the categories of English, Mathematics, Natural and Physical Sciences, Social and Behavioral Sciences, Computer Literacy, and Humanities and Fine Arts. Because certain major programs specify which courses from within these categories students must take, the catalog advises students to consult their specific major program's requirements prior to declaring a major.

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<sup>214</sup> 2017 Curriculum Manual, Reviewer's Roles and Responsibilities

<sup>215</sup> General Education section of 2017-2018 GCC Catalog

Beginning in AY 2017-2018, the Curriculum Review Committee (CRC) evaluates requests for inclusion of additional courses under the different categories. Prior to the current Agreement, this was done by the General Education Committee who, in 2013, became a stand-alone committee with the charge of “...review[ing], explore[ing] and assess[ing] the effectiveness of General Education policies and procedures”. The committee, composed entirely of faculty, created a description and criteria for each category to be used in determining the fit of proposed courses.<sup>216</sup>

The Catalog outlines the goals of the program: “The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.” The general education courses function as the students' introduction to comprehending present day society's principles, concepts, methodologies, digital interpretations, and ways of communicating under various disciplines. These general education courses also lead to student mastery of the College's Institutional Learning Outcomes<sup>217</sup> (ILOs) at graduation. These ILOs represent the affective, cognitive and behavioral skills that students should develop and acquire as a result of their overall experience with the College.

### **Analysis and Evaluation**

The College Catalog contains information about the College's philosophy of general education and the specific requirements for all associate degree programs. The curriculum development process ensures that the College's general education courses have student learning outcomes that are supported by the College's philosophy of general education.

### **Standard II.A.13**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

The 2017-2018 College Catalog<sup>218</sup>, lists 22 programs of study leading to an Associate of Science degree, three programs leading to an Associate of Arts degree, and 18 programs leading to a Certificate. The catalog provides the requirements for all programs and certificates awarded by the College. Degree programs must have at least 60 credits. Programs have technical requirements such as theories and practices required in a particular field. Program faculty determine the technical requirements, in consultation with the industry

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<sup>216</sup> Call for Committee Interest, Spring 2017

<sup>217</sup> Institutional Learning Outcomes (GCC 2017-2018 Catalog)

<sup>218</sup> 2017-2018 College Catalog, p. 40-68

workforce advisory committee members, which are reviewed in the curriculum development process set forth in the 2017-2018 Curriculum Manual<sup>219</sup>. Each technical course in a program has clearly defined student learning outcomes in the course curriculum documents.

Each degree program has their own Student Learning Outcomes found in the 2017-2018 College Catalog. The general education student learning outcomes are appropriate for programs that result in the awarding of an Associate of Arts or Associate of Science degree. The concept of mastery that is appropriate to the degree level reflects depth of learning in key areas related to the degree discipline, as well as attaining the skills for mastery of practices and knowledge specific to that field.

As part of each program's 60+ unit educational plan, students must complete units in General Education<sup>220</sup>, as outlined in the 2017-2018 Student Catalog. The technical education requirements are specific to the major selected by the student. General education requirements are provided for both associate and certificate programs.

The curriculum framework for the area of inquiry is designed to be sequential and allows for focused study within the area of concentration, theoretical foundations, and methods of inquiry. Almost all of the college's career and technical education programs include an associate degree option. These programs require 19-20 credits of general education courses. Some programs have electives so that students are able to meet their needs for their specific workforce or transfer goals. Workforce Advisory Committees<sup>221</sup>, provide written feedback on proposed curriculum documents. Without positive feedback from advisory committees, the proposed curriculum will not be approved. In addition, course and program curriculum documents go through a comprehensive review. With input from faculty and advisory committee members, programs determine the technical requirements, which are documented in advisory committee minutes<sup>222</sup>, and included in the program approval form as outlined in the curriculum manual.

### **Analysis and Evaluation**

The College's curriculum review process ensures that degree programs provide focused study in one area and includes general education requirements. Curriculum at the course and program levels requires student mastery of Student Learning Outcomes, which relate to theories and practices in a specialized area of study. A higher level of scrutiny is required for substantive program changes.

### **Standard II.A.14**

*Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

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<sup>219</sup> 2017-2018 Curriculum Manual, p. 33-71

<sup>220</sup> General Education Requirements for Certificates, General Education Requirements-Associates

<sup>221</sup> Workforce Advisory Committees pp. 8-13

<sup>222</sup> Advisory committee minutes sample

### **Evidence of Meeting the Standard**

The Student Success Coordinator is tasked to collect graduate data related to employment. Information is gathered using online surveys distributed via email; students may also be contacted via phone. The information is compiled and used to produce the Graduate Employment Report submitted to the Guam Legislature in accordance with Public Law 32-181 Section 23. The report includes graduates by program, career pathways, and alignment of career pathway with employment occupation.<sup>223</sup>

In addition to employment data, the College collects self-reported data related to national exams or certifications, e.g. the National Council Licensure Examination for Practical Nurses (NCLEX-PN®) and the Certified Medical Assistant Exam (CMA). The College submits licensure and certification pass rates in the ACCJC Annual Report.<sup>224</sup>

### **Analysis and Evaluation**

The College assessment ensures that the attainment of student learning outcomes in career and technical education results in student mastery of the specific area of career and technical education.

### **Standard II.A.15**

*When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

### **Evidence of Meeting the Standard**

The College's annual fact book<sup>225</sup> contains program enrollment and completion rates. This information is shared with advisory committees that include local industry professionals, so that they can provide feedback. This feedback is used by department chairs to make changes to program guides. Departments then work with the students to make arrangements if these changes affect them.

When a course is archived, the College must allow students enrolled in the program to complete the coursework for their degree in a timely fashion. The 2017 Curriculum Manual<sup>226</sup> provides that when programs are deleted from the catalog by an archival memorandum request for an inactive program or program that is no longer offered, the program may be deleted from the catalog. However, specific courses will remain in the master list of courses, for transcribing purposes. The department makes arrangement for students in the archived certificate or degree program to complete their education in a timely manner. A special project will be created if necessary to meet the timely requirement.

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<sup>223</sup> 2016 Graduate Employment Report

<sup>224</sup> 2017 ACCJC Annual Report

<sup>225</sup> Fact Book

<sup>226</sup> 2017 Curriculum Manual

Since the last accreditation team visit, GCC has archived one program. The Certificate in Pre Nursing was archived in March 2014. In fall semester 2014, there were 13 students enrolled in the Certificate of Pre-Nursing program<sup>227</sup>. Federal student aid was only available for a degree, not a certificate. Faculty met with students to tell them about this requirement. Pre-Nursing<sup>228</sup> students had the option of choosing to pay for their classes themselves or change to a Medical Assisting associate degree.

The Cosmetology Program had challenges, such as low enrollment, that resulted in a Programmatic Reduction in Force (RIF). When a program is ending, the BOT Faculty Local 6476 AFT/AFL-CIO Faculty Agreement, Article XV<sup>229</sup> requires the (RIF) process to begin. Continuous low enrollment can trigger the formation of a RIF Committee.

The RIF Committee that was convened for the Cosmetology program came up with three possible plans of action: continue the program, partner with a private school, or discontinue the cosmetology program<sup>230</sup>. The Cosmetology Program underwent a substantive revision and was approved in the spring of 2017.

### **Analysis and Evaluation**

When a program is eliminated or major changes are made, the College arranges for enrolled students to complete their program in a timely manner. A provision is made for a special project, if needed, so that students can timely complete their program.

### **Standard II.A16**

*The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

### **Evidence of Meeting the Standard**

The College's Assessment, Institutional Effectiveness and Research (AIER) office and the Committee on College Assessment (CCA) work collectively with all sectors of the college community as they carry out the implementation of GCC's comprehensive Institutional Assessment Plan. Committee members include faculty, administrators, staff and students. Board Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees) provides the authority for "the President, in consultation with the Committee on College Assessment, to refine, monitor and strengthen

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<sup>227</sup> Pre-Nursing program

<sup>228</sup> Pre-Nursing

<sup>229</sup> BOT Faculty Local 6476 AFT/AFL –CIO Faculty Agreement, Article XV

<sup>230</sup> RIF Committee Report

the campus-wide assessment plan and schedule as well as report assessment results in a timely manner to all stakeholders in the College.”<sup>231</sup>

The college regularly evaluates programs, courses, student learning outcomes, and student services unit outcomes through the institutional assessment process. The current annual curriculum review cycle was adopted in fall 2014.<sup>232</sup> The College’s goal is for curriculum documents to be no more than five years old. When curriculum documents need to be updated, department chairs work with their department faculty to update the curriculum, taking into consideration assessment results and the measurability of SLOs. Curriculum that is reaching the five year mark is given priority by individual departments and by the CRC.

GCC is on a two year assessment cycle, which is ongoing and continuous. “The College continues to maintain its 100 percent course-level student learning outcomes completion rate in its postsecondary courses.” The College conducts assessment of secondary career and technical education programs and courses, postsecondary programs and courses, continuing education courses, administrative units, student service units and special projects. In AY2014-2015, there were a total of 42 secondary career and technical education courses, 34 courses had student learning outcomes, and the remaining eight courses were undergoing curriculum review.

The two-year assessment<sup>233</sup> cycle schedule provides information about the assessment goals at each point in the two year cycle and deadlines for assessment reports. The College is fully committed to maintaining the high rate of compliance with assessment requirements.

Workforce advisory committees allow departments to plan for the future. Program faculty keep programs and courses current and aid in planning for the future. The Workforce Advisory Committee Handbook<sup>234</sup> provides guidance about the composition and role of the advisory committee. Department chairs work collaboratively with workforce advisory committees to identify ways to improve programs through curriculum review and ensure that workforce advisory committee meetings are held each semester. Advisory meeting minutes are posted online on MyGCC.

## **Analysis and Evaluation**

Assessment at GCC is based on a two-year continuous cycle, with a two-year schedule that communicates assessment goals and deadlines to the entire College. The goal is for curriculum to be less than five years old. Additionally, the College continues to be committed to maintaining a high rate of compliance with assessment results.

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<sup>231</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board

<sup>232</sup> Fall 2014, p. 18

<sup>233</sup> Two-year assessment, Appendix C.

<sup>234</sup> The Workforce Advisory Committee Handbook

## **Standard II.B Library and Learning Support Services**

### **Standard II.B.1**

*The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

The GCC mission statement mandates that the College provides “the highest quality, student-centered education and job training for Micronesia.” To accomplish its mission, the College provides a variety of services to support students during their time at GCC. Information on GCC student services can be found in the 2017-2018 College Catalog. Services include assessment and counseling, career advisement and guidance, academic advisement, accommodative services, student health services, financial aid, Center for Student Involvement, Project Aim, Reach for College, student government (Council for Postsecondary Student Affairs, COPSA) , and the LRC.

The Learning Resource Center (LRC), student computer labs, and tutoring services support the College’s mission. Referencing the Library main webpage, “The Learning Resource Center (Library) opened its new doors in December 2010, to provide learning resources and services to assist students in attaining their academic, career and personal goals. The GCC Library collection consists of approximately 21,000 print books, 135,000 e-Books, 50 print periodical subscriptions, more than 5,000 EBSCO full text e-Periodicals and over 1,000 videos and other multi-media items.”

“The LRC includes a library, student computer lab, and library classroom. The LRC offers patrons an array of services including reference, individual and group information competency (literacy) instruction, Internet access, book loans, video check-outs, Kindle e-reader loans, photocopying, magazines and newspapers, video viewing, meeting rooms, group study facilities, and in library use of laptops for students. Information literacy instruction is available to groups and individuals, faculty, classes, and students.”

The LRC has subscriptions to three databases: the EBSCO Academic e-book collection; the EBSCO Community College e-book database, and the EBSCO periodical databases. These databases, together with the print collection, provide sufficient depth and variety for the LRC’s collection. The academic e-book collection subscription database has more than 135,000 e-books that vary in their depth, variety, quantity, and currency. The community college e-book database has e-books specifically designed to cover career and technical

education topics. Both e-book databases are the core of the library's collection. The databases cover a wide range of academic subjects. Some e-books are more basic, but there are other e-books that cover a subject in more depth. This is important because students have a range of reading levels. The EBSCO periodical databases offer 40 separate databases including scholarly journals, magazines, newspapers and other periodicals. The Learning Resource Center conducts surveys during each semester to gather feedback from students and faculty. These surveys are integral part of LRC assessment which seeks regular engagement stakeholders in order to improve services<sup>235</sup>

The College focuses the availability of tutoring services on math and English courses. Both the math and English departments offer free tutoring for students. Students in the online Freshman Composition class may also make use of tutoring service within the English Department. Tutoring is also offered through Project Aim for students in that program. Reach for College provides tutoring in math and English to students in developmental classes and Adult High School.

Computer labs around campus provide free computer access to students. The LRC contains 34 computer stations and 17 laptops. Additionally, there are two other computer labs for students: one in the Student Support Services Building (B Bldg) with five computers, the other on the second floor of the Student Center (5000 Bldg) with 48 computers. All computer labs are maintained by the Management Information Systems (MIS) department. Project Aim has a student computer lab with 10 computers, for use by students who are participants of the Project Aim program. The College provides iPads for instructional use to various postsecondary and secondary CTE programs, and about 73 multimedia projectors for postsecondary classroom instruction. A five-year multimedia projector plan is in place to augment and integrate technology in classroom instructions.

The College commenced the offering and delivery of distance education on Moodle in fall 2015 in various courses such as EN110 Freshman Composition, MA110A Finite Mathematics, OA101 Keyboarding and Document Processing, OA230 Advanced Information Processing, OA130 Information Processing, and CD221 Child Growth & Development.<sup>236</sup> Students taking online classes can access the library services, tutoring, and computer lab services on campus. Access to advisement and other services is available through MyGCC. The College does not offer correspondence education.

### **Analysis and Evaluation**

The College has a Learning Resource Center that provides access to print books and magazines, DVDs, two e-book databases, and periodical databases in addition to trainings and ongoing instruction. The College offers many services to support student learning which are all listed on the College's website. Faculty join the Faculty Support Community site on MyGCC for support and access to more information on technology in the classroom.

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<sup>235</sup> LRC Survey Forms: GCC Learning Resource Center Survey, Library Instruction Program Survey, Students Pre & Post Test, Department Chairs, Postsecondary and Secondary Faculty Survey.

<sup>236</sup> Moodle

**Standard II.B.2**

*Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

**Evidence of Meeting the Standard**

The LRC seeks input from faculty and students on the selection of equipment and materials as part of the assessment process. Students make requests for specific book titles or other resources in the library customer service survey. The librarian contacts faculty in person, via MyGCC announcements, by phone or by e-mail, to request input into collection development to support GCC programs and courses. The LRC contacts vendors of electronic databases to arrange trials.

The availability of information about the database trials is announced to faculty and students via MyGCC. GCC added the Community College e-book subscription database after a trial, based on user response.

Librarians consult circulation statistics to determine which books and subjects are borrowed the most often. The information is used in collection development to add high interest titles to the collection when books are purchased. The librarian contacts faculty via e-mail and in person to receive recommendations for library materials and equipment to support student learning at GCC. Faculty complete surveys on library resources and equipment that are part of the assessment process

The College, through the Learning Outcomes Committee <sup>237</sup>, now newly renamed and established Curriculum Review Committee, adopted the Library's request to include a budget for library resources in course and program approval documents. As part of the Curriculum development process, when there is a new program or course, the library must be consulted about library resources to support the new program or course. When there is a new program or course, curriculum documents specify that the department consult with the library about learning resources needed to support it. In collaboration with faculty, librarians select and maintain educational equipment and library materials to support student learning and enhance the achievement of the mission, career and technical education to promote workforce development.

**Analysis and Evaluation**

The librarians and faculty collaborate in selecting learning resources and equipment to support student learning services.

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<sup>237</sup> Curriculum Manual

### **Standard II.B.3**

*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

#### **Evidence of Meeting the Standard**

From spring 2015 to fall 2017 the LRC assessed three student learning outcomes<sup>238</sup> and one of them states that “upon successful completion of information literacy instruction at GCC Library, students will be able to demonstrate the necessary knowledge to be effective library users, information consumers and lifelong learners.” Pre and post written tests were administered to EN 111 Writing for Research students to measure their learning gains. The students are assessed about their knowledge of GCC Library electronic resources. Before instruction, 66 percent of the students surveyed did not know how to find and use electronic books and periodicals, and were unable to name a research database available at GCC. After instruction, 100 percent of the students could explain where they could find electronic periodicals and e-books. The result exceeded the Library’s goal that 80 percent of the students would attain that learning outcome.

In the two-year assessment cycle from 2015 to 2017, the Assessment and Counseling Department assessed the following Student Services Unit Outcome (SSUO): After meeting with a counselor, postsecondary students will be able to identify their program of study’s educational requirements. The department set a goal that 30 percent of the postsecondary students who met with a counselor would complete the first year of their educational plan. They worked with students in EN 100W Fundamentals of English Writing, a developmental course, to conduct educational plan sessions and track the results. They found that they exceeded their goal of 30 percent and decided to continue conducting educational plan sessions in the developmental English courses, which are now called Integrated Reading and Writing courses (IRW). The Department continues regular reviews, discussions and analysis of assessment goals via department meetings, and/or retreats.

#### **Analysis and Evaluation**

The college evaluates student attainment of learning outcomes in the library and other learning support services via participation in ongoing institutional assessment.

### **Standard II.B.4**

*When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes*

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<sup>238</sup> student learning outcome, p. 32,33.

*responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

### **Evidence of Meeting the Standard**

Guam Community College and the University of Guam entered into a Memorandum of Understanding <sup>239</sup> that became effective on June 26, 2017, allowing students and employees at both institutions to be able to check out library materials at the other institution.

GCC students also have access to EBSCO subscription e-books and periodical databases at any location, on or off-campus, at any time. Students can check out EBSCO e-books and download them to a PC, Mac Computer, Apple tablet or phone, and Android device. They can read e-books online or print portions of the e-books. The periodical database allows students to search for periodical articles, download, print, save or e-mail articles. Students can also save searches and set up research topic alerts. They can also access subscription e-books and periodical databases on or off campus using a variety of devices. The College maintains records to assist in evaluating database usage. Database trials are also offered so that faculty and students can determine if other subscription databases are needed.

### **Analysis and Evaluation**

The College has a memorandum of understanding regarding resource sharing with the University of Guam Robert F. Kennedy Library. This allows students and employees at each institution to check out library materials at the other institution.

## **Standard II.C Student Support Services**

### **Standard II.C.1**

*The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

### **Evidence of Meeting the Standard**

The College offers student support services and activities listed in the College Catalog<sup>240</sup> and the 2017-2018 Student Handbook<sup>241</sup>. These services include orientation, pre-enrollment, personal, social, and career counseling, student rights advocacy, academic advisement, tutorial services, health services, library, English and math placement tests, and services for

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<sup>239</sup> GCC-UOG Memorandum of Understanding

<sup>240</sup> College Catalog, pp 13-18

<sup>241</sup> Student Handbook, pp 8,9,10

students with disabilities. The College assures the quality of its student services through the assessment process.

The Center for Student Involvement (CSI) provides activities in leadership development, new student orientation, student governance, and supports student organizations. Project Aim provides tutoring services, study skills workshops, and financial aid advisement to qualified students who have a low income and/or a disability. Reach for College provides similar services as Project Aim for middle school, high school, Adult High School, and postsecondary students in developmental math and English courses.

For the past five years (2012 to 2016), persistence rates have been consistently maintained at GCC. Persistence rates reflect the number of students who were enrolled in one semester and who continued to be enrolled in the following semester. According to the AY 2016-2017 Fact Book<sup>242</sup>, Volume 11, the five-year trend reflects persistence rates of 72 percent for spring 2016 and spring 2015, 70 percent for spring 2014, and 71 percent for spring 2013 and spring 2012. The College encourages students to achieve their academic goals efficiently and effectively. Students are guided to focus on courses as prescribed in their catalog through academic advisement and the admissions policy. For declared students who stop out (do not enroll for two regular consecutive semesters), the College has a re-entry policy that requires that students meet with their advisor or counselor and obtain a signature before reenrolling into the College.

Project Aim provides tutoring services to students who meet the federal guidelines that include students who are low-income, first generation students, and/or students with disabilities. The goal of the program is to increase student college retention and graduation rates, increase transfer rates from a two-year to a four-year institution and create an institutional climate supportive of the success of students in the program.

Student support services at the College are regularly assessed as part of the College's two-year assessment cycle. Assessment assures quality and appropriateness of student support services and demonstrates that these support services enhance student learning. The Assessment and Counseling Department participates in institutional assessment, as all student service units do. The Assessment and Counseling Department meets formally at least once a month and informally at least once a week to discuss counseling services and issues to ensure a high quality of counseling services for students.

In AY 2015-2016, an Assessment and Counseling<sup>243</sup> student learning outcome was that 30 percent of students enrolled in EN 100W, Fundamentals of English Writing, would understand their program requirements and know how to schedule classes. Assessment and Counseling conducted "Education Plan" sessions with 473 students. The ultimate result was 119 of the 140 students in the representative sample, or 85 percent, achieved this goal. Assessment and Counseling will continue to conduct "Education Plan" sessions with EN 100W students.

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<sup>242</sup> 2016-2017 Fact Book, p 19

<sup>243</sup> Assessment and Counseling, pp. 2-3

The institution regularly evaluates the quality of student support services and its means of service delivery through the assessment process (TracDat). Distance education courses are evaluated as well. The College does not offer correspondence education.

### **Analysis and Evaluation**

The College offers a variety of student services that are assessed regularly as part of the College's assessment process, with the goal of improving the attainment of student learning outcomes.

### **Standard II.C.2**

*The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

### **Evidence of Meeting the Standard**

The College offers several services through the Assessment and Counseling Department. These include academic advisement, English and math placement tests, career counseling, counseling, etc. These services are assessed following a two-year cycle. The Learning Resource Center uses the results of the assessment cycle<sup>244</sup> to request additional library resources to meet student educational needs. The institution uses assessment data to continuously improve student support programs and services. The Committee on College Assessment (CCA) oversees the assessment schedule and process.

The College's student support services section are outlined in the 2017-2018 College Catalog<sup>245</sup>. The Learning Resources Center section of the catalog describes library services. The Office of Accommodative Services (OAS) for students with disabilities section describes how students with disabilities can receive assistance. The OAS served 61 students in fall 2016 and 74 in spring 2017. The federal TRiO Program section of the catalog describes Project Aim's student support services available to eligible students. The 2017-2018 Student Handbook<sup>246</sup> also provides information about available student services and how to access them.

Other services offered at the College include counseling and tutoring services, student professional development, and career goal assessment. Project Aim and Reach for College offer a summer bridge program designed to prepare high school seniors or graduates with their transition into college life for the fall term. Summer refresher courses in English and math are offered to prepare students to take the placement tests. In addition, students are

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<sup>244</sup> Assessment Cycle, pp 30-31

<sup>245</sup> 2017-2018 College Catalog, pp13-18

<sup>246</sup> 2017-2018 Student Handbook, pp15-17

offered an orientation, which includes an overview of the campus and student services, financial aid planning, team building exercises and college survival skill workshops.

Project Aim takes part in institutional assessment. In 2012, Project Aim<sup>247</sup>, sets an assessment goal that 15 percent of new participants cohort would graduate with an associate degree or certificate within four years from the year of acceptance; 20 percent of those who graduate with associate degree or certificate will transfer to a 4-year institution/professional program. In cohort year 2012-2013 reported in year 2016, the result was that 23 percent of cohort year 2012-2013 graduated and only 9 percent transferred to a 4-year institution. Project Aim recommended hiring or assigning a new counselor to help them meet the 20 percent transfer goal for new participants to pursue a 4-year degree program. Based on assessment results, Project Aim used a growth budget to request the additional counselor, tying assessment to the budget. The assessment process identified an area where more resources are needed.

### **Analysis and Evaluation**

There are many student support services available to students. The Committee on College Assessment (CCA) oversees assessment of student learning outcomes for support services available for students. Assessment data is used to improve student services and the attainment of student learning outcomes.

### **Standard II.C.3**

*The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

### **Evidence of Meeting the Standard**

The College provides appropriate, comprehensive and reliable services to its diverse student population in a variety of ways. Student services information and forms are published on GCC's website and made available on GCC's portal. Online and hybrid online courses are offered, such as OA101-keyboarding, English, and math to allow for flexibility for students and help defray the travel cost.

Each student services department provides student surveys to solicit students' input and assess their program's services and to make improvements or adjustments as needed. These departments also participate in assessment to identify student needs and ways to better provide services to students.

Key services such as admissions and registration, financial aid, assessment and counseling, and accommodative services are located in one building, Student Services and Administration Building (Building 2000), to better serve students. The Bookstore extends its

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<sup>247</sup> Project Aim, pp 18, 19

hours one week before and one week after the start of each new semester to accommodate students during these peak times.

Academic advisors<sup>248</sup> are available throughout the year. Students may meet with an advisor or counselor through walk-ins and by appointments during the fall and spring terms. By contract, faculty return two days before the start of each semester so that they are available to advise students. To address limited advisement hours during the summer of 2017, the college piloted a Summer Advisement Program in which three program specialists with a background in student services were situated in the counseling offices to advise students with the fall 2017 registration process, program selection, and course planning.

Additional support services such as tutoring, mentorship, registration/enrollment information, and career/job placement are provided to students. Reach for College, previously called the College Access Challenge Grant Program, became a local program in 2016. The program now serves post-secondary, high school and middle school students offering free services such as tutoring, and informational sessions on financial aid, admission/registration and career related services.

Project AIM, TRiO Student Support Services, is a federally funded program targeting college students who are first-generation, low-income or individuals with disabilities. Services include tutoring, mentorship, access to a study/computer lab, and a series of academic/career workshops. Tutoring is also offered by the English and Math departments, even for students taking online classes. The Academic Advisement & Career Placement Center provides free job preparation, career resources, resume reviews, interview preparation, and individual assessments to guide GCC students with their academic/career pathways.

GCC also provides library resources such as EBSCO, periodicals, books, a computer lab, and private study rooms accessible by students and the community.

The Office of Accommodative Services<sup>249</sup>, as an advocate for students, provides services to students needing accommodations. The Office of Accommodative Services provide faculty with their accommodative service forms and faculty provide student midterm progress reports<sup>250</sup> to the Office of Accommodative Services. Programs that provide educational support services for students are located in the Student Services and Administration Building. The hours for student services are available on the College website.

Students can register and pay for classes online or in person. Students can also access their class schedules online. All student forms are found on the College's website, and students can make appointments, access their transcripts, schedules, advisor information and class webpages via MyGCC.

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<sup>248</sup> 2017-2018 Academic advisors

<sup>249</sup> Office of Accommodative Services

<sup>250</sup> OAS Student Midterm Progress Report Sample

## Analysis and Evaluation

The College offers registration in person and online. During peak times, extended hours are offered for registration, advisement, and the bookstore. Current hours of student services operation can be found on the college's website.

### Standard II.C.4

*Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

### Evidence of Meeting the Standard

Co-curricular activities on campus provide a means for students to interact with others who have comparable interests. The Center for Student Involvement (CSI) oversees college activities that provide an environment that is relaxing, socially responsible, and/or academically challenging. CSI offers many activities including fall<sup>251</sup> and spring festivals and student conferences (i.e. Building a Stronger Workforce Conference, Students Leading Students Conference, The Edge Conference).

The Council on Postsecondary Student Affairs (COPSA) is the major student governing body within the Center for Student Involvement. All enrolled college students are automatically members of COPSA. COPSA serves as a voice between students and administration and is an umbrella organization for the student organizations on campus.

The CSI maintains responsibility for all student organizations' processes and finances. Student organizations must submit requests for funding, receipts, and other documentation to the CSI. Some student organizations are associated with academic programs such as the Education Student Organization (ESO) and the Society of Management Industry Leaders for Excellence (SMILE), while other organizations target special interests such as the Sports and Recreation Club (SPARC) for physical fitness and the Pacific Islands Student Organization (PISO) cultural group.

Currently, there are 23 chartered student organizations. Each student organization has faculty and/or administrators as advisors. Monthly meetings are held with the student representative from the Board of Trustees. Monthly meetings with all student organizations provide a vehicle for organizations to share information and discuss issues and concerns.

Student organizations play an important role in festivals and other events. Each semester, a festival is held to celebrate diverse Pacific cultures. Student government officers are elected annually.

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<sup>251</sup> Fall Festival flyer

The Service Learning program, which is also managed by the Center for Student Involvement (CSI)<sup>252</sup>, provides opportunities for students to have rich learning experiences outside of the classroom. In the academic year 2016-2017, 421 students participated in service learning, logging 4,266 hours in places such as elementary schools, deaf socials, mayors' offices, animal shelters and more<sup>253</sup>. Instructors work with CSI to identify opportunities that are directly linked to student learning outcomes in their classes.

Instructors and departments also offer a variety of opportunities for students to set their learning into context. The English Department hosts film screenings for the public such as *Mothering Guahan* and *Talent Town* (locally produced films) and use themes from the films as inspiration for essay topics. The English Department's annual ON AIR (On Art in Research) Student Showcase is a two-day display of student talent in the literary, visual and performing arts as they relate to topics and essays completed for classes. In the fall of 2017, the English Department collaborated with the Automotive Department for On AIR. The Automotive portion of the showcase featured the evolution of the automobile towards electrification. The Digital Arts Society, a GCC student organization, created the invitation for the event<sup>254</sup>, and set up and operated a photo booth.

In the spring of 2017 the English Department collaborated with the Criminal Justice and Social Sciences (CJSS) Department to host a forum on political status<sup>255</sup>. Representatives from each of the possible political statuses task forces (Independence, Free Association and Statehood) educated students on their affiliated status possibilities and answered questions prepared by the Social Welfare and Development: Global Challenges (HM 201) students. The questions were based on the United Nations' Millennial Goals of gender equality, environmentalism, and poverty. After the forum, English faculty worked with the CJSS faculty to design an essay prompt and rubric tied to the forum and research done by students, and presented the assignment to the students. English tutors were also made available to the students as they completed the essay. This project was an example not only of a co-curricular activity, but also of cross-disciplinary collaboration of literacy across the curriculum.

The Criminal Justice and Social Sciences (CJSS) Department hosts the Deep Waters Film Series every year, offering screening of Pacific films that coincide with forums and topics of current importance. In the summer of 2016, the CJSS department offered four courses HU 120 Pacific Cultures, PY 120 General Psychology, PY 125 Interpersonal Relations and CJ 206 Social Values and the Criminal Justice System. These courses provided opportunities to fulfill student learning outcomes through participation in the Festival of Pacific Arts, also referred to as the "the Olympics of Pacific Arts and Culture." Students enrolled in the courses obtained firsthand knowledge by learning from Pacific scholars and cultural experts during this major event involving country representatives from 28 Pacific islands.<sup>256</sup>

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<sup>252</sup> Service Learning

<sup>253</sup> Service learning hours and projects

<sup>254</sup> On AIR 2017 invitation

<sup>255</sup> Soc Just Guam's Quest for Decolonization Flyer

<sup>256</sup> FestPac Website

Although the College does not offer any student athletics program, it is exploring the possibility of co-curricular athletics<sup>257</sup> and does participate in men's and women's basketball and men's and women's volleyball<sup>258</sup> with the University of Guam, Harvest Bible College, and Pacific Islands University.

### **Analysis and Evaluation**

The college provides many opportunities for students to apply classroom learning in other contexts that also encourage community building and sharpening of academic and workforce skills. Often these opportunities are made possible by collaboration among different departments.

### **Standard II.C.5**

*The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

### **Evidence of Meeting the Standard**

Full-time faculty provide academic advisement<sup>259</sup> to students in GCC postsecondary and adult high school programs. Secondary students enrolled in the College's secondary courses receive career counseling from the College's five career and technical education counselors working at the six high schools. Additionally, all full-time faculty provide academic advisement to declared and undeclared students. Counselors and academic advisors provide students with information regarding the requirements of programs, including information about course transfers, and course sequencing and timing for graduation. Students are assigned advisors upon enrollment or declaration of a major.

The College website contains student educational plans<sup>260</sup> that students, counselors, and academic advisors can use. Student educational plans<sup>261</sup> are provided for all programs at the College.

These plans provide the requirements for different programs and provide students with a means to map out their coursework and program for several semesters. Department chairpersons ensure that the plans are accurate, and curriculum is updated to ensure student success.

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<sup>257</sup> co-curricular athletics

<sup>258</sup> College Volleyball Title2017

<sup>259</sup> Academic advisement and Career Placement website

<sup>260</sup> Educational planner sample from website

<sup>261</sup> Student education plan sample from website

The Assessment and Counseling Department provides workshops to assist faculty in academic advising. Advisors have access to advisee's transcripts, schedules, degree evaluations, and contact information through the Banner System. Banner System is GCC's system for tracking students' and institutional information.

Students are often referred to faculty for in-depth questions about a particular academic or career and technical education field, and faculty members are invited annually to counseling meetings to provide counselors with the most up-to-date information pertaining to department course offerings, requirements, and events. Counselors also provide referrals to various support programs available at the College.

The Assessment and Counseling Department conducts regular assessment of its unit as part of the College's two-year assessment cycle. Through assessment and feedback, the College assures the quality of support services to students and faculty members. Many faculty members have been formally trained in academic advisement, and informal training is an ongoing process at the College. Students are randomly assigned a full-time faculty member from their declared program as an academic advisor. Students who are undeclared are also assigned an advisor. Advisors have electronic means of contacting all advisees on their official list. They can also contact students via phone.

Project AIM, a TRiO Student Support Service, provides a summer bridge program each year called the "Summer Success Program" to help eligible high school graduates transition into college. Project AIM has dedicated math and English instructors who provide refresher courses to prepare students for the placement test and one counselor to assist with the registration process. In August 2016, the project director conducted a Project AIM 2016 Student Success Program study<sup>262</sup> to evaluate the effectiveness of the Summer Success Program (math, English, and advising). The findings show that the program was effective in giving students a leg up in the placement tests over students who did not participate in the program. A significant recommendation in the report was to have a dedicated counselor to provide academic, personal and career counseling.<sup>263</sup>

### **Analysis and Evaluation**

Academic advisors and counselors work to ensure that students are receiving the guidance they need to achieve their academic goals. All information about pathways in degree programs are available online to students. The College provides student support services to help students at different points in their journey at GCC.

### **Standard II.C.6**

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and*

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<sup>262</sup> TRiO-Project Aim 2016 Student Success Program Study

<sup>263</sup> TRiO-Project Aim

*advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

### **Evidence of Meeting the Standard**

All admission policies are clearly outlined in the catalog. The College is an open, public institution and the basic college admission requirements are all found on the website. The Student Handbook also serves as another useful resource and reference guide.

The College administers a placement exam for determining student levels in math and English. It currently uses the ACCUPLACER<sup>264</sup> placement test.

Once registered, students are given an advisor. The Assessment and Counseling Department offers training for advisors by department or to individuals. Students and advisors use educational planners<sup>265</sup> which are found on each major's webpage within MyGCC. Students are encouraged to visit their advisors or counselors at least once per semester. Academic advising is part of the job specifications<sup>266</sup> of faculty.

The Practical Nursing program is the only program with an entrance exam. The Allied Health Department handles the parameters of this exam. The requirements for admissions to the program are printed on the schedule of classes each semester. The College catalog and website also contain information on admissions requirements.

The selection process<sup>267</sup> for the Practical Nursing<sup>268</sup> cycle is based on:

- Completion of all General Education courses required for the PN program, with "C" grades or better.
- Program Grade Point Average (3.5 or higher)
- Entrance Exam Test Scores
- Essay (entitled: Why I Want to Be A Nurse)

### **Analysis and Evaluation**

Admissions policies are on the College's website in the catalog. Advisors and counselors work with students to guide them on pathways to graduation using educational planners and other forms specific to degrees.

### **Standard II.C.7**

*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

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<sup>264</sup> ACCUPLACER

<sup>265</sup> Liberal Studies Student Educational Plan

<sup>266</sup> Agreement, p. 113

<sup>267</sup> selection process

<sup>268</sup> practical nursing

### **Evidence of Meeting the Standard**

The College has an open admission policy. Placement tests place students into the appropriate English and math courses. The College currently uses the ACCUPLACER<sup>269</sup> instrument for placement into English and mathematics courses. The ACCUPLACER test is administered by the Assessment and Counseling Department, and allows the College to identify the necessary steps to ensure that the appropriate course of study is tailored for the individual student to ensure academic success.

The Assessment and Counseling Department, as well as the English and Math departments, review ACCUPLACER annually. For example, in the spring of 2017, the English Department conducted a calibration session using GCC student ACCUPLACER essays. The department sent a memo to the VP of Academic Affairs via the Assessment and Counseling Department which made recommended changes to the cutoff scores used for placing students into Freshman Composition (EN 110).

### **Analysis and Evaluation**

The College uses ACCUPLACER, a standardized commercial test, to place students into the appropriate English and math courses. The ACCUPLACER is reviewed annually to ensure that it best meets the College's criteria. The Practical Nursing Program has program admission requirements that are reviewed systematically.

### **Standard II.C.8**

*The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

### **Evidence of Meeting the Standard**

The Office of Admissions and Registration is responsible for maintaining student records permanently, securely, and confidentially. Electronic records are backed up on a daily basis.

The College has established policies for student records. Access to physical records is limited to Admissions and Registration personnel, and online access is password protected. Only the Office of Admissions and Registration personnel are authorized to make changes to student records. All other online access is limited to pdf read-only formats for counselors, advisors, and students.

Requests for official transcripts, certification of enrollment, and certification of graduation are made in-person and with a valid photo ID. Additionally, Admissions and Registration staff verify the ID prior to releasing documents. Should another person be authorized to pick

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<sup>269</sup> ACCUPLACER

up the document, the requestor must write the authorized person's name, and the authorized person must show a photo ID prior to picking up the document. Request forms are available on the College website and the Admissions and Registration Office.

Student records are maintained in a safe and secure manner. The records are in two fire-resistant vaults, which limit the potential for exposure to fire. The Banner system provides a digital back up. The Office of Admissions and Registration routinely performs an inspection of the vault where the records are stored to minimize any potential hazard to the records.

The College adheres to the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. FERPA information can be found in the College catalog and FERPA statements are required on all syllabi. The Registrar conducts FERPA orientations for new employees, as needed and upon request. The policy for releasing student records can be found in the 2017-2018 College Catalog.<sup>270</sup>

### **Analysis and Evaluation**

The College limits access to student records. There is a college policy for the release of student records that can be found in the catalog. The College complies with FERPA and places the FERPA statement on all syllabi.

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<sup>270</sup> 2017-2018 College Catalog

### **Standard III: Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

### **Standard III.A Human Resources**

#### **Standard III.A.1**

*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Evidence of Meeting the Standard**

The Human Resources Office (HRO) handles all matters related to employment at the College. This includes recruiting, determining eligibility, and carrying out the process of hiring employees. The selection process for faculty, adjunct faculty, administrators, staff and limited term employees encompasses a well-monitored process that ensures the selection of the most qualified individuals.

The HRO develops and implements job related minimum qualification standards and determines acceptable qualifying experience and education criteria in accordance with local and federal labor laws, established professional standards, benchmarks set by other Accrediting Commission for Community and Junior Colleges (ACCJC) accredited colleges, input from department chairpersons and deans, and best practices.

Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for faculty, administrators and staff. Job announcements are publicly posted in Guam newspapers, professional publications, and on websites like the GCC website [guamcc.edu](http://guamcc.edu), [hireguam.com](http://hireguam.com) maintained by the Department of Labor, and [guamjobsonline.com](http://guamjobsonline.com). Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities.

The College assures the integrity and quality of its programs and services by requiring all applicants to submit a standardized Government of Guam Employment Application that

includes supporting documents on professional and academic credentials such as degrees, certificates and college transcripts. The supporting documents are checked by the HRO to determine if the credentials claimed are acceptable to the ACCJC-Western Association of Schools and Colleges (WASC) and the Council for Higher Education Accreditation (CHEA). Degrees and transcripts from non-U.S. institutions are evaluated by the National Association of Credential Evaluation Services (NACES).<sup>271</sup>

Hiring criteria for faculty is based upon the Faculty Classification Procedures established in Article XI of the collective bargaining agreement. Faculty and Management negotiate the minimum qualifications for faculty which are outlined in the Agreement for 2010-2016 and the Agreement for 2017-2023. Criteria for selection of faculty include experience within the field of study or area of expertise as determined by GCC's Faculty Job Specifications guidelines, effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The Agreement specifies the responsibilities of faculty by rank.<sup>272</sup>

Deans create the job descriptions with input from respective department chairpersons. These job descriptions are then forwarded to the Human Resources Office (HRO) which determines if any selective factors are necessary. The HRO provides the job announcement to the public allowing a minimum of ten (10) days before the deadline to apply.

The GCC Government of Guam Employment Application stipulates that "To determine your qualifications for the position which you are applying, job related tests designed to reveal your capacity to successfully perform the duties of the position are utilized. Most positions require an evaluation of your application to determine your qualification based on a rating of your education and experience. Additional examinations such as a written and a performance test may be required depending on the particular job requirements of the position. The top eligible applicants will be referred for employment consideration for each vacancy subject to the Personnel Rules and Regulations of the respective department or agency. If a selection interview is required, you will be notified. Failure to submit to employment examination requirements will result in an ineligible rating." Certain positions, such as an administrative position, require that applicants give a presentation as a test of performance.

The HRO staff initially screen the applications to determine if the applicants meet the stated eligibility criteria then select up to five applicants whose packets are referred to the hiring administrator of the respective position vacancy. The hiring administrator then assembles an interview panel consisting of an odd-numbered group ranging from three to seven persons, depending on the position. Members of the panel are selected from within the college based on their area of expertise. Included in the interview panel is an Equal Employment Opportunity (EEO) representative to ensure that EEO regulations are followed. The department chair and often an additional faculty member also sit on the interview panel. Selection recommendations from the panel are forwarded to the president/CEO for final review and selection. The HRO then does background and reference checks and if there are no issues, sends the packet back to the president for signature.

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<sup>271</sup> Government of Guam Employment Application

<sup>272</sup> Agreement, Article XI pp.50-51, Appendix A-1 pp.121-152

Adjunct faculty are hired at will for the duration of one semester. They also submit the Government of Guam Employment Application complete with college transcripts and/or professional certification. Police and court clearances are requested upon employment offer. Department Chairs interview the potential adjunct, and make recommendations to the respective Dean. The Adjunct Faculty SOP 2015-2016 and SOP 2017-2018 on the website outline the new adjunct pay rate as well as adjunct faculty contracts. The Adjunct Faculty Handbook outlines the duties, procedures and policies to which adjunct faculty must adhere.<sup>273</sup>

At the end of each semester, adjuncts must complete the Adjunct Faculty Clearance Form.<sup>274</sup>

If department chairs determine the need for additional full-time faculty, they submit a request to the Dean accompanied by the data that shows the need, such as a sustained increase in enrollment of classes offered. This is done in discussion with the VP for Finance & Administration and the VP for Academic Affairs and approved by the President. The same process and criteria that are used in hiring LTAs are used for hiring full-time faculty. LTA positions are generally opened in the fall semester.

As of 2016, there are 35 administrators as listed in the GCC 2016-2017 Fact Book.<sup>275</sup>

If the president and the VP for Finance & Administration VP for Academic Affairs determine that an academic position is needed, they develop the job description with input from the deans. This information is then given to the president for approval. Once applications have been processed, the interviews will follow similar to the hiring of faculty. The interview panel consists of faculty members, the immediate supervisor of the position, an EEO officer, and other representatives from the College.<sup>276</sup>

As of 2017, there are 95 staff members as listed in the GCC 2016-2017 Fact Book. The hiring eligibility criteria for classified staff positions are established by the Government of Guam's merit system for classified employees in compliance with the Civil Service Commission and the Department of Administration (Guam Code Annotated Title IV). Administrators determine the need for additional staff members, and prioritize requests based on data showing a sustained need.<sup>277</sup>

## **Analysis and Evaluation**

GCC's defined hiring procedures ensure that it hires qualified personnel with the appropriate education, training, and experience to carry out the integrity and quality of its programs and services and meet the needs of students enrolled in its educational programs. Whenever new employees are needed, the job announcements on the institution's website clearly specify the qualifications for the position, the procedures for screening applicants, and the criteria on which the selection of successful candidates is based. With the concurrence of the Board of

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<sup>273</sup> Adjunct Faculty SOP

<sup>274</sup> Adjunct Faculty Clearance Form

<sup>275</sup> GCC Fact Book 2016-17 Vol.11, p.30

<sup>276</sup> Request to Recruit

<sup>277</sup> Guam Code Annotated Title IV

Trustees, job descriptions are laid out to clearly identify responsibilities and duties. Furthermore, GCC makes sure that job descriptions are consistent with and supportive of the mission and goals of the College.

Since Distance Education was implemented only recently at the College, the hiring procedures have yet to include language or criteria specific to DE. Current faculty who teach DE courses, however, must meet certain requirements set by the VP for Academic Affairs such as an online teaching certification and a course in Moodle.<sup>278</sup>

### **Standard III.A.2**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, disciplinary expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

#### **Evidence of Meeting the Standard**

Faculty employment applications, resumes and the interview process serve to establish whether faculty have adequate and appropriate knowledge of the subject matter. Additionally, as stipulated in the Agreement, new faculty must complete a minimum of one year probationary status before they are granted permanent employment. They are held to the criteria found in the job specifications which includes illustrated examples of work. They are observed by their respective dean and often by the department chairperson as well. The *Record of Classroom Observations and Classroom Observation Guidelines* define effective teaching which the observer and evaluator will use when judging the new hire.<sup>279</sup>

Probationary faculty members do not serve on institutional committees. At the end of the probationary year, faculty undergoes an evaluation by their dean. Department chairs also provide input. All faculty, whether full time, probationary, or adjunct, are evaluated yearly, and IDEA surveys are administered in all classes during the fall semester which helps gauge a faculty member's effectiveness within the classroom. Deans can extend the probationary status, terminate, or make permanent the employment of the faculty.

A complete description of the requirements of each rank can be found in Faculty Job Specifications in the Agreement. Assessment and curriculum review are included for all ranks. Furthermore, the Faculty Evaluation Rubric is used to ensure that faculty complies with the job specifications by rank.

When the Faculty Job Specifications were updated in May of 2014, the minimum experience and training requirements included the criteria of a Master's Degree for faculty teaching in the areas of English, Social Sciences, Math, and Science (areas that are not considered within

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<sup>278</sup> Board Policy 340-Distance Education Policy

<sup>279</sup> Record of Classroom Observation and Guidelines

the trades). Out of 115 total faculty members in these areas, only two were found to be without the required Master's Degree, one in English and one in math. The complete list of faculty and administrators and their degrees can be found in the GCC 2017-2018 e-Catalog. Because these faculty members were hired before the change in Job Specifications, they will remain in their current rank, however without the degree they may not advance in rank or teach adjunct, as adjunct are hired at will. The College provides professional development funds and encourages faculty to continue their education so they may meet the minimum requirements for advancement in rank.<sup>280</sup>

Both full time and adjunct faculty are evaluated by students using the IDEA survey every fall. The *IDEA Student Ratings of Instruction Group Summary Report: Institutional Summary Guam Community College Fall 2016* found that GCC classes consistently performed well in terms of progress on relevant objectives. Participating GCC classes (n=250) made better progress on relevant objectives compared to classes in the IDEA database (n=44,455) and the institution (n=1,798). GCC students place a higher regard for faculty and perceive their courses more positively. In general, GCC students continue to have a positive perception of teaching effectiveness at the College.

Additionally, faculty members have been recognized for contributing work in their disciplines and as role models. For the past five years, GCC faculty members have won the Government of Guam MagPRO (Magnificent Professionals) Awards of Excellence in Higher Education.<sup>281</sup>

Other faculty accomplishments include among others:

- English faculty have published creative work such as an illustrated children's book in Chamorro, the native language of Guam, as well as essays and poetry in anthologies such as Storyboard, Local Voices, and Word of Mouth: Pacific Stories from Guam.
- English faculty organized a political status "teach-in" in which the chairpersons from each of the Decolonization task forces presented the merits of their status options. The event was attended by over 200 students.
- A faculty member from the Math and Science Department traveled to Washington DC with a delegation from Guam and the Commonwealth of the Mariana Islands to lobby for the marine sanctuary designation of the Marianas Trench Marine Monument. Their nomination for sanctuary designation was accepted.

Faculty who express interest in teaching distance education (DE) must fulfill two requirements the semester before being scheduled to teach online. Faculty must obtain an online teaching certificate such as the Certificate for Online Adjunct Teaching (COAT), and complete a Moodle course or Learning Management Software (LMS) training through Remote Learner, GCC's third party vendor for remote server hosting, or a CE course offering Moodle teaching. A DE faculty liaison was appointed to connect, monitor, and invigorate the various components of DE on campus, inclusive of administrators, staff, faculty and students. The liaison will collect data, mentor faculty, discuss DE with current and interested faculty, and conduct Moodle brown bag workshops as detailed in the memo on Teaching Distance

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<sup>280</sup> GCC 2017-2018 e-Catalog

<sup>281</sup> Award of Excellence in Higher Education 2016; Award of Excellence in Higher Education 2015

Education.<sup>282</sup>

### **Analysis and Evaluation**

The College faculty members are well qualified by their education, experience and industry certifications to offer courses and programs of study which achieve the mission of the College. For all faculty job applicants, qualifying criteria include instructional skills, professional experience, scholarly pursuits, and field expertise. To strengthen the institution's adherence to its mission and goals, applicants are also screened for their potential to be team players with current employees. Aside from these criteria for employability, prospective hires are expected to be able to develop tools to assess students' learning, formulate curricular changes if necessary, and review assessment instruments to address curricular changes.

The probationary year that all new hires must complete allows the College to determine if he or she has adequate knowledge of the subject matter and the requisite skills needed. Classroom observations, evaluations and department chair input determine whether there is a good fit for the faculty within the classroom and with its respective department. Furthermore, IDEA surveys give more information as to the effectiveness of a probationary hire before he or she is made permanent. The hiring process yields highly qualified faculty who are committed to their disciplines and student success.

### **Standard III.A.3**

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

### **Evidence of Meeting the Standard**

Experience and qualification equivalence in position openings are clearly and publicly stated in job announcements for administrators. Additionally, illustrative examples of work and minimum knowledge, skills and abilities are listed. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities. The hiring process for administrators is similar to the process for hiring faculty which begins by submitting the Government of Guam Employment Application and continues through the interview process. For academic administrator positions, such as the president, vice president, deans, and associate deans' positions, faculty assist in creating interview questions, sit on the interview panel, and make recommendations for selection. All new hires hold a probationary status for a minimum of one year which may be extended.

The job specifications for Administrators outline the roles and responsibilities for each of the positions. Job specifications are reviewed regularly and may be updated by the BOT as needed.<sup>283</sup>

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<sup>282</sup> Teaching Distance Education

<sup>283</sup> Administrator Job Specifications 2017

Twice a year, administrators undergo an extensive performance evaluation based on the goals they have outlined for the year. Since 2012, all administrators have been at or above satisfactory in the evaluation as evidenced by the Administrator Salary Increments 2012-2015.<sup>284</sup>

All administrators currently employed at the College meet the minimum qualifications for their respective positions. The credentials for all administrators can be found in the AY 2017-2018 e-Catalog.

### **Analysis and Evaluation**

The hiring process of administrators ensures that only highly qualified individuals with the appropriate degrees and qualifications fill administrative positions. Additionally, the probationary year allows evaluators to determine the effectiveness and fit of the individual at the College before giving permanent employment to the individual. Performance evaluations show that administrators not only possess the qualifications necessary, but also continue to develop those qualifications through professional development.

### **Standard III.A.4**

*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

HRO personnel are responsible for researching the information listed on the employment application and resume. This includes verifying schools, diplomas, degrees, certificates and/or college transcripts in all submitted application packets. The Guam Community College Government of Guam Employment Application stipulates that “transcripts from institutions outside of the U.S. must be certified as a comprehensive course-by-course report by a NACES member organization: [www.naces.org](http://www.naces.org).”

The Determining Acceptance-Edu Diplomas, Degrees or Certificates SOP outlines HR’s procedure. HRO personnel are required to determine if the credentials claimed are acceptable to the ACCJC-WASC Accreditation Standards. HRO also requires that degrees or transcripts received from schools or colleges outside the U.S. by the CHEA or USDE be evaluated by a member agency of the NACES. NACES is an association of private foreign educational credential evaluation services recognized by CHEA.<sup>285</sup>

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<sup>284</sup> Administrator Salary Increments 2012-2015

<sup>285</sup> Determining Acceptance-Edu Diplomas, Degrees, Certificates

## Analysis and Evaluation

All degrees held by current employees are acceptable to the ACCJC-WASC. The IDEA Student Survey results consistently show that the hiring process yields qualified and effective employees. Additionally, the percentage of faculty and administrators who receive satisfactory or above ratings on their yearly performance evaluations is further evidence of this.

### Standard III.A.5

*The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

### Evidence of Meeting the Standard

The College's full-time faculty, adjunct faculty, administrators and staff are evaluated at stated intervals through a systematic formal written process. The procedures for all evaluation processes are designed to encourage improvement by giving faculty, staff and administrators meaningful feedback on the established criteria of the position they hold. The faculty evaluation process is tied to the Institutional Strategic Master Plan (ISMP) goals to ensure institutional effectiveness and improvement. Additionally, the evaluation rubric that is used offers examples of the types of tasks and activities that the College recognizes as necessary in its drive toward maintaining and increasing effectiveness, thus encouraging improvement in specific ways.<sup>286</sup>

The evaluation process for administrators and staff is based upon the performance evaluation instrument where effective execution of duties and responsibilities are listed on the job description for the position, which is aligned with the College's mission, vision, policies and procedures.

Administrators and staff are evaluated by their respective supervisors, and faculty are evaluated by their respective deans or associate deans. In addition, the evaluation process recommends improvement in the form of additional training to enhance and increase the productivity of the employee. Upon completion of an evaluation, the employee is given a copy of the evaluation including percentages, comments and overall score, which he or she signs.

The staff evaluation process utilizes a formal instrument, which covers specific performance factors such as quality, productivity, reliability, and effectiveness on the job. The evaluation process for staff is based upon the College's Administrative Directive 95-001 Description of

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<sup>286</sup> ISMP 2014-2020 p.5

Performance Factors. Part II of the evaluation instrument takes into consideration the effective execution of duties and responsibilities that are listed on the job description for each respective staff position. The instrument also allows for comments regarding outstanding performance as well as recommendation for improvement when the results of the performance evaluation indicate a marginal or less than satisfactory results.<sup>287</sup>

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance. These performance factors are general in nature and are broken down into two parts, namely, part A: Professional Competence and part B: Professional Standards. The performance factors in parts A and B are assigned a scoring scale of zero (0) to five (5). A score of three (3) on the respective performance factor means a satisfactory performance and a score below three (3) means a marginal to an unsatisfactory performance. A score of four (4) means the employee exceeds expectation and a score of five (5) on all the performance factors in parts A and B means that the employee's job performance rating is outstanding. There are a total of 17 performance factors in part A and 13 in part B of the staff performance evaluation instrument. Staff are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.

To evaluate administrators, the College implemented a new performance evaluation tool effective January 2012. The College continues to utilize this tool and the document is currently known as the Work Planning and Performance Evaluation for Academic Administrators. In an effort to make assessment better reflect the true measure of job quality, this tool was designed to place more emphasis on "professional competence/professional standards" versus work required. This tool is administered at the beginning of the calendar year, January. It has a five (5) point rating scale where five (5) represents outstanding performance, four (4) above satisfactory, three (3) satisfactory, two (2) marginal, and one (1) unsatisfactory performance. Patterned after a pay-for-performance model, the new performance evaluation tool also defines the five categories of performance measures. In January, administrators meet with evaluators to outline their specific goals for the year. In June and December, an evaluation is conducted to determine the current status of the goals. The evaluation looks at the extent to which the administrator met that goal.<sup>288</sup>

In the beginning of 2016-2017 calendar year and prompted by the creativity of the president, administrators aligned each of their performance goals in the evaluation process with an ACCJC standard. For example, the Human Resources Administrator linked one of her work planning and performance evaluation goals, *managing the performance evaluation system*, to this very standard. Evaluators are now able to see which standards are receiving the most attention from administrators, and which may need more.

The president is evaluated every June by the Board of Trustees and the 2012 President's Performance Appraisal Report was presented. At this evaluation meeting, new goals and objectives are set by the Board and discussed with the president.<sup>289</sup>

Faculty members are evaluated based upon the guidelines established in Article X-

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<sup>287</sup> 2015 Description of Performance Factors for Staff in Administrative Directive 95-001

<sup>288</sup> 2016 Work Planning and Performance Evaluation for Academic Administrators

<sup>289</sup> 2012 President's Performance Appraisal Report

Performance Appraisal of the Agreement. The evaluation process for faculty is designed to be supportive, to identify areas of improvement, to foster innovation in teaching delivery, and to encourage changes in behavior and attitude, if necessary. Salary adjustment is given to faculty who are rated at satisfactory performance or above. In 2015, the following evaluation rubrics were utilized:

- 2015 Evaluation Rubrics for Non-Instructional Faculty<sup>290</sup>
- 2015 Evaluation Rubrics for Instructional Faculty Secondary<sup>291</sup>
- 2015 Evaluation Rubrics for Instructional Faculty Postsecondary<sup>292</sup>
- 2015 Evaluation Rubrics for Department Chairperson<sup>293</sup>

The full-time faculty evaluation process is divided into three stages, namely (1) the Work Progress Review stage during the first three months of the rating period, (2) the Record of Classroom Observation stage, with minimum of three observations: one formal and two informal, and (3) The Annual Performance Appraisal/Evaluation Period stage during the last month of the rating period.

With the new Faculty Evaluation Tool utilized for the first time in 2015, the five evaluation criteria are: (1) Improvement Needed, (2) Satisfactory, (3) Strong, (4) Stellar, and (5) Exceptional. For an unsatisfactory rating, faculty and evaluator are required to complete a Performance Improvement Plan jointly within 30 days after the annual performance evaluation scheduled date. The plan must identify a timeline for achieving satisfactory performance and dates for review and re-appraisal. Failure on the part of the faculty member to improve his/her performance to a satisfactory level shall cause a final rating of unsatisfactory to be assigned at the time of re-appraisal.

The evaluation process for faculty also involves their ability to demonstrate proficiency in classroom teaching. Part of this evaluation process looks at the faculty member's ability to clearly state, define, and communicate lesson objectives to students, as well as their ability to use a variety of teaching methods and the appropriate use of assessment methods. Outside the classroom, the evaluation process looks at the faculty's ability to advise or sponsor student interest groups, supervise and participate in student activities, assist students in attaining their academic, career and personal goals and encourage student leadership skills.

Other performance factors are also considered for overall faculty performance evaluation. These factors include but are not limited to participation in student activities, assuming leadership roles such as involvement in the initiation, development, and organization of projects which significantly contribute to the interest of the College, and involvement in the institutional assessment process, curriculum development and other activities that will enhance and strengthen the College's institutional effectiveness.

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<sup>290</sup> 2015 Evaluation Rubrics for Non-Instructional Faculty

<sup>291</sup> 2015 Evaluation Rubrics for Instructional Faculty Secondary

<sup>292</sup> 2015 Evaluation Rubrics for Instructional Faculty Postsecondary

<sup>293</sup> 2015 Evaluation Rubrics for Department Chairperson

## Analysis and Evaluation

GCC's process and procedures for evaluating its employees are designed to improve job performance and enhance professional development. The evaluation process for all employees is well documented and extensive, assuring that improvement is an ongoing process at the College. Additionally, with the revision of the evaluation tool for faculty, more flexibility has been given for projects and other activities that support the ISMP 2014-2020.

### Standard III.A.6

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

### Evidence of Meeting the Standard

Faculty, academic administrators, and other personnel directly responsible for student learning are evaluated by instruments that determine how well these employees use assessment of learning outcomes to improve outcomes of students' learning. The 2015 Evaluation Rubrics for Instructional Faculty Postsecondary, for example, include institutional assessment of program and course learning outcomes as an element in the first ISMP Goal 1, which is Retention and Completion.

All instructional faculty, according to Faculty Job Specifications, are tasked to participate in the institutional assessment process and utilize the results to make teaching and learning better. These job specifications are included in the Agreement. To determine if the desired student learning outcomes are being met, College employees directly involved in the instructional process use Nuventive's TracDat for the analysis and evaluation of actual assessment results.<sup>294</sup>

TracDat also shows budgetary implications for the maintenance or improvement of teaching and learning. Faculty identify one or more SLOs for a particular course, and then follow a two-year assessment cycle schedule which includes uploading evidence to gauge whether or not the SLO is being met. After SLO results have been upload, the faculty member must record how the results will be used for improvement in TracDat's Data Collection Status/Summary of Results tab and sub-tabs. The GCC Two-year Assessment Cycle Schedule fall 2014 outlines this process, and a TracDat Input Memo is submitted on or before each deadline.<sup>295</sup>

According to GCC's VP for Academic Affairs, "...we can monitor annual progress of individual programs or services through the stages of planning, data collection, reporting and implementation of results. We are thus able to document incremental improvements that

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<sup>294</sup> Agreement, p.124

<sup>295</sup> GCC Two-year Assessment Cycle Schedule, fall 2014

programs or units have put into practice over time, and most importantly, the impact of these improvements in sustaining student learning and achievement at the College.”<sup>296</sup>

Additionally, students also participate in the evaluation of SLOs through the IDEA Student Survey. Students rate their experiences in each class including areas which fall under “Student Ratings of Learning on Relevant Objectives” such as “developing creative capacities,” “learning to analyze and critically evaluate ideas, arguments, and points of view,” and “learning to apply course material.” The IDEA Survey is used by all postsecondary faculty in their annual evaluation. As part of the evaluation, faculty include a narrative for each ISMP goal in which they can describe ways that they have used the results of the students’ assessment of learning outcomes to improve teaching and learning.

The improvement of teaching and learning is partly evaluated by means of the classroom observation process that determines whether the faculty uses a sufficient number and variety of methods to assess learning and whether the assessments mirror the goals that are stated in the student learning outcomes. This process focuses on the ability of the instructor to create an atmosphere where learning experiences can take place and where students can feel comfortable to express and share ideas and opinions. Upon their review of the assessment results, faculty members can improve the content delivery of their courses and sequencing of topics in accordance with teaching and learning outcomes. Results of classroom observation provide the faculty member the opportunity to make appropriate adjustments and improvements in his or her teaching methods.

### **Analysis and Evaluation**

Quality of teaching is assured by requiring a prescribed evaluation process administered at regular intervals and in a formal written process. The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. The College evaluates its faculty by using classroom observation and key indicators grouped in four goals of the ISMP. The key indicator or elements in the evaluation process include the effectiveness of instructional delivery, content expertise, course management, institutional assessment, professional development/ scholarly activity/ creative endeavors, enrollment management, and institutional involvement. Additionally, part of the performance expectation is the ability of the instructor to demonstrate superior knowledge of current teaching methodology and apply them in ways that stimulate independent learning in the students. This involves creativity in building the lesson and utilizing previous lessons to heighten students’ learning of the material in a well-organized manner.

Student learning outcomes play a huge part in the College’s institutional planning, resource allocation, and decision making. The adherence to learning outcomes is effectively analyzed and evaluated by TracDat.

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<sup>296</sup> Guam Community College TracDat Case Study

**Standard III.A.7**

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

**Evidence of Meeting the Standard**

The hiring of faculty is in direct response to program review and the continuous growth in enrollment numbers. The number of full-time and adjunct faculty teaching postsecondary students at the College is based on the needs of different academic departments for their classes. The number of classes to be offered is usually determined by pre-semester surveys that ask prospective students which courses they are planning to take in the following semester. Class size varies depending on the course, and ranges from 20 to 30 students per section. According to the data in the GCC 2016-2017 Fact Book, the ratio of full-time faculty to total number of faculty has risen each year since the last Accreditation visit from 55 percent in 2012 to 67 percent in 2015. In 2016, GCC employed 112 full-time faculty members. The complete listing of the numbers and ranks of all full-time faculty members can be found in the fact books.<sup>297</sup>

Faculty responsibilities range from participatory governance to enrollment management. According to Faculty Job Specifications in the Agreement, faculty responsibilities include writing and revising curriculum documents, advising assigned students and student organizations or activities, and assessment of SLOs in addition to maintaining a high standard of teaching. Volume 11 of the fact book shows that student retention rates have risen from 52 percent in fall 2012 to 62 percent in fall 2016. Additionally, course completion rates have risen from 74 percent in 2012 to 81 percent in 2016. While we cannot claim direct correlation of these data to be solely attributed to faculty efforts, a section of the evaluation tool for faculty is focused on the ISMP goal of retention and completion. Since faculty evaluations show that all faculty performed at satisfactory levels or higher since 2013 as evidenced by Faculty Salary Increments 2013-2016, one can ascertain that faculty are making concerted efforts in these areas. Credit for student success is shared by all levels of the College.<sup>298</sup>

Furthermore, the GCC 2016-2017 Fact Book boasts that 100 percent of course SLOs are currently being assessed. SLO assessment is a faculty responsibility that is integral to the College's mission of providing the highest quality, student-centered education and job training for Micronesia.

**Analysis and Evaluation**

The College continues to maintain a sufficient number of qualified faculty members to carry out the mission of the institution. Areas such as assessment of SLOs and retention and

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<sup>297</sup> GCC Fact Book 2016-2017, Volume 11, pp. 15, 18, 20, 30

<sup>298</sup> Faculty Salary Increments 2013-2016

completion show evidence that faculty are fulfilling their responsibilities both within and outside of the classroom.

### **Standard III.A.8**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

#### **Evidence of Meeting the Standard**

An adjunct faculty member is defined as a part-time limited term employee of GCC hired on a contractual basis on an Employment-at-Will contract. Program specialists, department chairpersons, or the assistant director for Continuing Education & Workforce Development and the Human Resources (HR) administrator are tasked with the recruitment of adjunct faculty. Adjunct applications submitted to HR are filed and official rating of applications are made upon receipt of a department's request to hire an adjunct faculty. Upon hire, HR prepares an Adjunct Faculty Contract once the list of courses and/or course permission form, funding source, and updated Master Schedule on Banner are completed by the chairperson who is tasked with supervising and evaluating each adjunct.

Upon hire, each adjunct faculty must attend an orientation prior to the start of their assignment and is provided a hard copy and access to the electronic copy the Adjunct Faculty Handbook on the GCC website. In addition the faculty verifies acceptance of the assignment by signing an Adjunct Class Assignment and Checklist Form listing required assignments, TB clearance signed off by the nurse, and a checklist of acceptance of assignments which includes the required reading of the Adjunct Faculty Handbook-a comprehensive guide for all adjuncts. Through this form, they also identify their willingness to teach at a reduced rate should the course enrollment fall below 13 students. Throughout the semester, procedures for daily attendance exist and by the end of the semester, each adjunct submits and signs a completed Adjunct Faculty Clearance Form before receiving his/her final semester pay.<sup>299</sup>

The adjunct faculty evaluation process is based on both formal and informal classroom observations by the associate dean and the department chairs. Although the recruitment of adjunct faculty is the responsibility of the department chairs or the assistant director for Continuing Education, the associate dean is responsible for evaluating all adjunct faculty.

The evaluation process for adjunct faculty begins with the submission of the syllabus at the start of every fall and spring semester. The department chairs and associate dean are responsible for ensuring that the syllabi submitted by adjunct faculty meets and contains all of the necessary items required by their contract, including course number/section, instructor, course content/summary, course requirements, evaluation criteria and course SLOs. The associate dean is responsible for scheduling both formal and informal classroom observations

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<sup>299</sup> Adjunct Class Assignment and Checklist Form

as part of the evaluation process. Upon completion of the observation, the associate dean formalizes all the notes gathered during the observation and prepares a formalized feedback sheet, which is given to the adjunct faculty. Department chairs also have a responsibility to observe adjunct faculty in their departments. Should the results of the observation yield major concerns, further discussions will take place between the associate dean and the respective department chairperson, or the assistant director for Continuing Education and Workforce Development to determine the next steps to be taken.

Adjunct are also given GCC email access, and training is given on the website and Course Studio which offers a homepage for each of their classes. Adjunct dates for contract signing and pay dates are posted on MyGCC, as are school-wide announcements and documents such as the class make-up form, Adjunct Faculty SOPs, policies and job announcements.

Professional development opportunities for adjunct have become more frequent. The Adjunct spring 2017 Pedagogy Training offered four introductory sessions of two hours each on the most current information and best instructional practices in the areas of Instructional Delivery; SLOs and Instructional Alignment; Learning Styles/Brain Research and Implications for Teaching and Learning; and Education and Adult Learning Theories. Adjunct faculty members were compensated if they completed all four modules.<sup>300</sup>

Additionally, two 45 contact-hour adjunct professional development courses, Methods I and Methods II, were offered free of charge in the spring 2017. Adjunct earned Continuing Education Credits and increased credentialing in teaching and learning in addition to content related to effective instruction. The contents covered were:

- essential elements of effective instruction
- learner-centered strategies
- CTE teaching standards
- standards-based lesson plans
- keys to classroom assessment quality
- using classroom data to improve instruction
- types of assessment
- designing effective assessments
- aligning assessment with CTE standards and SLOs

### **Analysis and Evaluation**

Employment policies and practices providing for the orientation, oversight, evaluation, and professional development of adjunct faculty are defined in the College's Procedure for Adjunct Faculty & Educational Consultant Contracts each academic year, as well as the Adjunct Faculty Handbook. Opportunities for professional development have been increased, and the College is committed to continuing opportunities for adjunct faculty to be integrated into the life of the Institution.

Department chairpersons play a large role in working with adjunct if any issues, concerns or

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<sup>300</sup> Adjunct spring 2017 Pedagogy Training

questions arise. The relationships they foster with adjunct faculty members make it possible to maintain a consistent pool of adjuncts, many of whom have taught at the College for years.

### **Standard III.A.9**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

#### **Evidence of Meeting the Standard**

The College assesses its use of human resources through its planning, performance budgeting, assessment process and program review. Human resources planning is systematically linked to institutional planning through these elements. The effective use of human resources is systematically assessed for continuous improvement through each unit/department assessment plan and report. The strategic framework for institutional effectiveness requires that the Human Resources Office indicate its relationship to the institutional mission and institutional goals in the planning and assessment process. Budget requests and resource needs are based on documented, data-driven evidence.

Human Resources is integrated into the planning process to ensure that the College is recruiting effectively and adequately supporting existing employees in order to meet the demands of all programs. Adhering to the institutional effectiveness process, which serves as the heart of the strategic planning framework for institutional effectiveness, programs must provide evidence related to the stated hiring criteria and demonstrate that the requested position supports program and institutional goals.

Additional staffing needs are discussed in management team meetings attended by the College president, vice president for academic affairs, vice president for finance and administration, deans and administrators of the different departments. Requests for additional staffing are reviewed using available unit assessment plan/reports, program review information and any additional information made available by departments requesting the additional personnel.

The determination for appropriate staffing levels begins at each program or department.

#### **Analysis and Evaluation**

The College strives to meet the goal of selecting and developing highly qualified staff by ensuring a fair and rigorous recruitment process and by providing numerous professional development opportunities. The use of program review data and results provide a direct link between resource allocation and institutional planning. The request for hiring of additional personnel is supported by program review reports and other related assessment data.

**Standard III.A.10**

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

**Evidence of Meeting the Standard**

The College employed a total number of 35 administrators in 2016. Board Policy 140 (Organizational Chart of Guam Community College) includes the GCC organizational chart with the areas of administrative positions and the offices under which they fall.<sup>301</sup>

The GCC 2017-2018 e-Catalog lists all administrators, their positions, and their degrees and qualifications.<sup>302</sup>

GCC makes intentional decisions based on assessment; as described in Standard 1, the GCC Data-Driven Dedicated Planning (3DP) process ensures that all decisions tied to the budget come from the College's assessment. Administrative units and student services units are assessed by the appropriate administrator or program coordinator. Just as the process for creating new staff and faculty positions, the data and/or compliance component must show the need for a new position.

A recent example of the creation of a new administrative position based on assessment is the reorganization of some college divisions into a new school, the School of Career and College Success (SCCS). The College's management team decided that students needed more preparation before they entered college-level classes. There are five areas that share the goal of preparing students to enter college-level classes: developmental education in math and English, Adult High School, Student Services, Project AIM/ Reach for College, and Secondary Education. These areas were brought together under the name College and Career Success (CCS). Faculty shared their concerns with the reorganization of departments, thus management slowed the process and put an administrator in charge of working with the five areas to design this new school. Meetings were held every Friday and an outside consultant was hired to facilitate the process. The assignment of this administrator to SCCS caused the need to shift another administrator into her place, thus causing an opening in the oversight of secondary programs. The College hired an associate dean to fill this position.

**Analysis and Evaluation**

The College is committed to continual improvement with data and assessment as the impetus for all growth. To this end, administrative positions are created based on ever-changing needs and filled by individuals with the appropriate preparation and expertise to support the College's mission and purposes.

The College continuously evaluates the effectiveness of the number and organization of its

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<sup>301</sup> Guam Community College Organizational Chart

<sup>302</sup> 2017-2018 GCC e-Catalog

faculty, administrators and staff to support its programs and services via its institutional assessment process and program review and an assessment of community needs. The hiring of faculty, administrators, and staff continues to be in direct response to program review and the continuous growth in enrollment. The College continuously evaluates the effectiveness of the number and organization of its administrators to support its programs and services via its institutional assessment process and program review.

### **Standard III.A.11**

*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

#### **Evidence of Meeting the Standard**

GCC has developed and established a written set of policies and procedures which are published on the College's MyGCC portal under three different tabs: Employee Services, Work Life, and Governance, depending on the type of policy. Work Life policies such as the GCC Social Media Policy, and Employee Services contains employment specific policies such as Board Policy 185 (Sexual Harassment & Sexual Discrimination Prevention). All of the board policies are listed under the Governance tab. Additionally, all policies are listed on GCC's public website under the link to the Board of Trustees. These policies and procedures are easily accessible electronically and hard copies are also available at the appropriate college offices and departments. There are also posters and signs throughout the campus, such as the verbiage for Board Policy 175 (GCC as a Tobacco Product, Electronic Cigarette & Betelnut-Free Campus), and posters inside classrooms for evacuation and emergency procedures. If and when further questions arise, administrators provide advice and clarification to ensure fair, equitable and consistent implementation and practice of these policies and procedures.

GCC assesses its personnel policies and procedures periodically for accuracy and adherence to local and federal laws governing personnel matters. In early 2015, for example, an incident at a neighboring institution caused the College to review its Sexual Harassment policy, which needed to be updated and the procedures clarified. The president tasked the assistant director of Communications and Promotions to take the lead in organizing a group of faculty, students, staff, and administrators, including the program specialist of Accommodative Services, who is trained in Title IX law, a representative from Human Resources (HR), and the Environmental Health and Safety administrator. The group reviewed the existing policy, researched policies from other institutions, and then crafted a policy specific to the needs of the College. GCC students joined University of Guam students in a Legislative roundtable to discuss the College's updated sexual harassment policy.<sup>303</sup>

Board Policy 185 (Sexual Harassment & Sexual Discrimination Prevention) was updated and published on the MyGCC portal in March 2016. Two informational videos entitled "It's My

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<sup>303</sup> April 2016 Chachalani, p.4

Body” and “It’s on Us,” were created by Visual Communication students which were posted on our MyGCC portal, Facebook page, and our Youtube channel. The GCC Office of Communications & Promotions was also able to get two cable TV companies, GTA and Docomo, to run these videos as PSAs for about a month on their various channels.<sup>304</sup>

This is evidence of GCC’s dedication to the prevention of any form of sexual harassment and its desire to bring awareness to the College community and the island of Guam. In the fall of 2015 and the spring of 2016, faculty members underwent a series of mandatory online trainings, Workplace Harassment Fundamentals/Higher Education, and face-to-face trainings given by HR during the College’s convocation. Adjunct faculty also completed the online training in the spring of 2017. Board Policy 185 (Sexual Harassment & Sexual Discrimination Prevention) and the GCC Sexual Misconduct Complaint Procedures were approved in the fall of 2017 and posted on MyGCC.<sup>305</sup>

On October 23, 2017, during the mandatory College Assembly, an updated Title IX training was given to all employees by the Title IX coordinator. During the weeks of October 30-November 3, 2017, all employees were mandated to complete updated online trainings:

- Prevent Sexual Violence Together (Required for ALL)
- Prevent Discrimination and Harassment: Faculty & Staff
- Prevent Discrimination and Harassment: Supervisors

GCC administers its personnel policies and processes consistently and equitably and these are all explained through employee orientations and trainings together with written and signed contracts of understanding. The HRO also undergoes regular training through webinars and conferences. Additionally, the HR Administrator is certified to conduct trainings in areas of HR. She holds SHRM-SCP and SPHR certifications. HRO conducts trainings for all new employees upon hiring. HRO also conducts periodic trainings for faculty, staff and administrators on policies and key procedures such as preventing sexual harassment, violence in the workplace, equal employment opportunities and many others. Most of these trainings are mandatory for faculty, staff, and administrators, and are open to students.

- On September 18, 2015, Title IX Training was conducted by Mr. John Payne, from the office of Accommodative Services. (Evidence: GCC College Assembly September 18, 2015 Agenda)
- On September 18, 2015, Sexual Harassment Training was conducted by Human Resources Administrator, Joann Muna. (Evidence: GCC College Assembly, September 18, 2015 Agenda)
- On September 17, 2015, a Mandatory Federal Work-Study Workshop for Supervisors was conducted at the MPA.
- On October 2, 2015, an Awareness & Sensitivity Regarding Persons with Disabilities Training was conducted at Room 5108 (Training under the Office of Accommodative Services in partnership with SiNA & Guma’ Mami.) SiNA is a non-profit community

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<sup>304</sup> Link to Informational Videos 2016

<sup>305</sup> Board Policy 185 Sexual Harassment and Sexual Discrimination Prevention

- organization run by persons with disabilities. It provides advocacy for all persons with disabilities.
- On October 7, 2015, faculty and students participated in the kick-off event for Family Violence Awareness Month, under title IX Office and the Environmental Health & Safety Office of GCC, a member of the Guam Coalition against Sexual Assault & Family Violence at Skinner Plaza.
  - On October 23, 2015, Stop Abuse For Everybody (S.A.F.E.) Training was conducted at the GCC Multipurpose Auditorium facilitated by the Office of Accommodative Services. This awareness training covers sexual, physical, emotional, and financial abuse, and neglect of persons with disabilities.
  - On Sept. 19, 2017, GCC's Equal Employment Opportunity Officer, Equal Employment Opportunity Representatives, Title IX Coordinators, and the HR Administrator completed the US Dept. of Labor Equal Employment Opportunity Commission's TAPS Training.
  - On October 23<sup>rd</sup>, 2017, HR conducted a mandatory Equal Employment Opportunity Training for all administrators.

### **Analysis and Evaluation**

The College has developed a wide range of policies, rules and procedures which provide a clear set of guidelines for the fair and impartial treatment of faculty, administrators, and staff. Policies and procedures are posted online for the public and the GCC community. Some are also posted on bulletin boards. New and continuing personnel are kept up-to-date through regularly scheduled trainings and orientations.

The College's personnel rules and procedures are available for information and review through the HRO. GCC also establishes and adheres to written policies ensuring fairness in all employment procedures. In addition, GCC's Equal Employment Opportunity representatives and HRO have regular trainings to ensure that they are up-to-date with EEO policies.

### **Standard III.A.12**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

### **Evidence of Meeting the Standard**

GCC demonstrates, through its policies and practices, an appropriate understanding of and concern for issues of equity and diversity. GCC is aware that these policies and practices are very important and necessary for the effectiveness and health of the institution. GCC values an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

For the past ten years (2007-2016), GCC has served a total of 18 different ethnic groups within its postsecondary student population. GCC is a multicultural institution with a diverse student population as well as a multicultural representation among its faculty, administrators and staff as reflected in the IPEDS. GCC is considered a minority majority institution and is recognized as eligible to apply for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grants.<sup>306</sup>

The College's HR personnel stay abreast of emerging issues related to diversity and equal employment law by maintaining membership in the Society of Human Resources Management (SHRM) Guam Chapter. In 2009 and 2010, the Human Resources Administrator held the position of Guam's SHRM Chapter president which allowed her to stay current with EEO and sexual harassment issues and therefore provide timely diversity training to the human resources staff and the whole College community under her supervision. Since 2013, she has held the position of the SHRM Pacific Council state director overseeing Guam and Northern Mariana Chapters.

GCC provides a variety of accessible and effective programs and services open to all employees which include the GCC Wellness Program and Health Insurance benefits.<sup>307</sup> In addition, there is also the Tuition Benefit program for employees providing tuition benefit for employees' spouse and dependents. Professional development opportunities are offered through the Staff and Administrator Professional Development Program and the Professional Development Review Committee.<sup>308</sup>

GCC is committed to employ a diverse group of qualified administrators, faculty, and staff who are dedicated to student success. Equal employment opportunity guidelines are followed and emphasized at every step of the hiring process. Adopted in 1994, GCC continues to implement the Board Policy 160 (Affirmative Action) promoting "equal opportunity and affirmative action in education, training, and employment for all persons regardless of race, religion, color, sex, age, or national origin." A review and update of the Board Policy 160 (Affirmative Action) occurred in 2008, 2014, and 2016 as part of the BOT's policy review process.<sup>309</sup>

### **Analysis and Evaluation**

The College demonstrates an understanding of issues of equity and diversity through a number of policies, practices and initiatives. The College also understands the need for administrators and leaders to value diversity and consider it as an essential resource to an organization. Employees of the College operate in a unique environment where interaction with diverse, multicultural student populations and faculty groups are a daily occurrence. The College's commitment to equity in serving Guam's diverse community permeates the College community.

The HRO annually tracks and analyzes its record in employment equity and diversity for all

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<sup>306</sup> GCC Fact Book 2016-17 Vol.11, p. 14

<sup>307</sup> FY2017 Health Insurance Brochures

<sup>308</sup> Tuition Benefit Program

<sup>309</sup> Board Policy 160 Affirmative Action

personnel when submitting its Human Resources report to the Guam Department of Labor. This report is documented in the 2014-2016 Workforce Advisory Committee Handbook. The report includes both a workforce and utilization analysis as mandated by local and federal regulations. The HRO compiles this data and ensures that employment recruitment efforts are reaching populations that are underrepresented in the College's employee listing.

### **Standard III.A.13**

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

#### **Evidence of Meeting the Standard**

In support of its mission, GCC has adopted the ideals of scholarship, lifelong learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect, and professional integrity. The College believes that a sense of true community is achieved when these ideals and values are reflected in the behavior of its members toward one another. The College has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. The Faculty Senate Professional Ethics Committee (PEC) created a code of ethics policy that was adopted by the Board of Trustees as Board Policy 470 (Code of Ethics) in March 2008, through Resolution 6-2008. This Policy further re-enforce and cover subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power, and professionalism, for all employees. Board Policy 470 (Code of Ethics) was reviewed and updated in January 2015. In addition, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy in its commitment to uphold professionalism and code of conduct to the highest level. This latter policy was recently reviewed and re-adopted to reflect currency with the ongoing campus discussion on ethical conduct for all GCC constituents.<sup>310</sup>

Article XIV of the Agreement ensures that unacceptable conduct and performance issues are addressed promptly and appropriately. This article also sets forth the guidelines and procedures by which to informally, through counseling, and/or formally, through disciplinary action address improper behavior and poor performance. Appendix G of the prior Agreement states the range of penalties for stated offenses.<sup>311</sup> The current Agreement includes this same information in Appendix H.

Newly hired employees are required to read, acknowledge and sign their awareness of the College's discrimination and sexual harassment prevention policies and procedures.

In July of 2013, a memorandum from the Office of the President outlined the GCC E-mail Account Policy, which included the ethical responsibilities of employees and students when using e-mail account services. This policy covers all services encompassing e-mail,

<sup>310</sup> Board Policy 470 The Guam Community College Code of Ethics

<sup>311</sup> Article XIV of the Agreement, pp. 64-70

calendar, contacts and contact management, aliases, mailing lists and list management.<sup>312</sup> GCC further fosters ethical behavior by building morale amongst its employees through events such as the annual Labor Day Picnic, annual Employees' Christmas Party, annual Halloween Costume Parade, Year-End Event, and other holiday celebrations.

### **Analysis and Evaluation**

GCC requires all personnel to abide by and uphold professional ethics to its highest standard. Employees of GCC have unique responsibilities that derive from their membership in an academic community and from their roles as public servants. The Code of Ethics Policy and the Agreement provide the procedure for filing, investigating, and adjudicating complaints of unethical conduct and nature. The Code of Ethics is viewed as essential within the context of the College community.

Ethical responsibilities of employees are outlined in multiple documents pertaining to different situations. The College regularly schedules trainings, both online and during College-wide assemblies, to remind employees of policies and practices regarding ethical behavior and respective consequences for non-adherence to these policies.

### **Standard III.A.14**

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

Professional development is fully institutionalized and supported by the College. The Board of Trustees recognizes the importance of well-trained faculty, administrators, and staff to effectively carry out the mission of the College. The board is also committed to providing resources to support professional development activities.

The GCC AY 2015-2020 Institutional Priorities for Professional Development lists "professional career planning, leading to upward mobility program for employees (through professional development, credentialing, and morale building)" as the fifth organizational priority. Furthermore, "enrichment in one's content area, or improving staff or faculty competencies as related to their work (i.e. licensing, credentialing, and certification)" is listed as the sixth academic priority. To ensure that faculty was involved in their process of development, the VP for Academic Affairs sought and incorporated input from the Faculty Senate in developing these institutional priorities.<sup>313</sup>

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<sup>312</sup> GCC Email Account Policy

<sup>313</sup> The GCC AY 2015-2020 Institutional Priorities

Over the past four years, the College has invested over half a million dollars in professional development activities for members of the Board of Trustees, faculty, staff and administrators. Within that period, a total of \$83,299.00 was spent for Board members' professional development activities, \$306,074.00 was spent for faculty professional development and \$156,286.00 was spent for staff/administrator professional development. The total investment over the 4-year period provided financial support for a total of 188 constituents.

GCC's professional development allows full-time staff and administrators to pursue their studies at Guam Community College, the University of Guam or other approved educational and/or training programs. The goal is to provide financial support to eligible employees who desire to pursue training or academic opportunities in areas related to their job or as determined beneficial to the College in order to maximize their skills, abilities, and the needs of the College. Both staff/administrators and faculty have their own professional development committee with its own policies and procedures governing professional development of its members. The Board also has its professional development monies to engage in Board education and training.

In March of 2014, a professional development needs survey was created to ascertain the needs of faculty. Input was solicited from the deans, department chairs, and the vice president for Academic Affairs, which resulted in a study to include both fulltime and adjunct faculty perspectives. Data derived from the survey called for an emphasis on effective practices for professional development and classroom instruction. In late 2015, the Professional Comprehensive Development Plan was finalized after 15 months in the participatory governance process.

The Comprehensive Professional Development Plan incorporates four major parts: faculty professional development, staff and administrators' professional development, organizational structure and support recommendations, and evaluation. Its overarching goals are: 1. Institute student-centered teaching and service throughout the campus (in line with the College's mission); 2. Establish a culture of campus-wide and continuous professional development; 3. Institute a climate conducive (trust, collaborative, supportive, respectful, and collegial) for the successful implementation of professional development initiatives; and, 4. Utilize data to inform and drive instructional and institutional priorities.<sup>314</sup>

The College has established its Institutional Priorities for professional development in order to maximize the use of available professional development funding. The institutional priorities are broken down into two categories: organizational priorities and academic priorities. Organizational priorities consist of modernization of classrooms, instructional technology, facilities upgrade, improving delivery of services to students, renewable energy/alternative energy sources, and financial stabilization strategies. Academic priorities consist of accreditation, student learning outcomes, program review, linking institutional planning to budget, effectuating critical thinking skills, diverse learning styles and student motivation. All personnel requesting for professional development support must ensure that the professional development they are pursuing falls within these two categories.

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<sup>314</sup> Comprehensive Professional Development Plan

Professional development travel and conference awards are subject to the College's travel guidelines policy. Recipients are required to share information gained as a result of the conference attendance through a trip report. In addition, recipients are required to provide a summary of their conference/workshop attendance, including their expectations of the event, results of key sessions attended; ways the participant intends to incorporate the information into instruction, and whether the participant would recommend the conference/workshop to others.

The College's staff/administrator development procedure sets priority in approving staff requests for professional development support. Priority is given to employees who have not obtained a credential, but may possess valued industry experience. Exceptional cases are employees with degrees and where a job-related course is necessary. Financial assistance is provided for training and educational costs such as registration, tuition, textbooks, airfare, per diem, and other required fees. The guidelines limit tuition assistance to three courses and limit staff/administrator off-island development activity to one approved request per year. Additionally, no financial assistance will be provided for a course taken more than once if the course was paid through the staff/administrator development funds.

The Professional Development Review Committee (PDRC) performs regular evaluation of the programs with the goal of ascertaining to what extent professional development activities are effective. These include but are not limited to data collection from brown bag sessions, classroom observations, professional development evaluations and feedback, IDEA survey results, student work and evaluations, evaluation of support programs such as peer mentoring and coaching, and staff support initiatives.

The institution identifies professional development needs of its faculty and other personnel through surveys such as the PDRC survey on MyGCC portal announcement of September 30, 2015. The processes being used to ensure that professional development opportunities address those needs are through PDRC questionnaires and online campus-wide surveys. Furthermore, PDRC offers free on-demand webinars, Go2Knowledge, for all faculty, staff and administrators. To support professional development for faculty credentialing purposes, the PDRC program provides tuition reimbursement for approved funding applications.<sup>315</sup>

Faculty who express interest in teaching DE must fulfill two requirements: Getting a Certificate for Online Adjunct Teaching (COAT) certification using PDRC funding; and completing a Moodle course of Learning Management Software (LMS) training through Remote Learner, GCC's third party vendor for remote server hosting, or a CE course offering on Moodle teaching. Guidance in building course content in Moodle is provided by the Academic Technology Office. The TSS dean oversees the academic side of the DE course offerings since they were piloted in the fall of 2015 up to the present. All communication from faculty about DE are being coursed through the TSS dean. The College's evaluation of the process of online teaching certification, scheduling of DE offerings, building course content, and assessing DE classes is continuous and ongoing. Faculty and staff involved in DE courses are provided with training opportunities specific to online learning.

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<sup>315</sup> PDRC Announcements

## Analysis and Evaluation

GCC is committed in supporting the professional growth of its faculty, staff, and administrators by offering a wide variety of professional development opportunities geared towards the accomplishment of the institution's strategic goals and the personal and professional goals of its employees. The ultimate goal is to retain a competent workforce within the College to provide the community with a responsive educational environment that empowers learners to develop skills and knowledge to become responsible and productive individuals in a global context.

GCC's institutional priorities for professional development ensure that it provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission of providing the highest quality, student-centered education and job training in Micronesia. The Comprehensive Professional Development Plan provides staff, administrators, full-time and adjunct faculty with a framework and infrastructure to pursue professional goals and impact student success.

### Standard III.A.15

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

### Evidence of Meeting the Standard

GCC's HRO ensures that all personnel records are kept confidential and locked in a secured environment. All personnel records are safely stored in a 13' x 15' room with a double locking mechanism on the door. Windows in the room are also sealed off for added security. Only authorized personnel have access to the personnel records. Benefits and medical records are also kept confidential and inactive personnel files are kept permanently locked in a secured storage environment.

Personnel records are also saved electronically (Midterm Report). Critical information is scanned and attached to the employee's file and all data are backed up by the College's Management Information Systems (MIS).

GCC's provisions for keeping personnel records secure and confidential are regularly updated and only a limited number of authorized personnel have access to them. The GCC Records Management Program Policy Handbook prescribes the standards and procedures for maintaining and disposing of records, to be applied by all College personnel who are responsible for filing or maintaining documents, using the General Records Schedule as a guide.<sup>316</sup>

GCC provides employees access to their records on the MyGCC portal through the use of

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<sup>316</sup> The GCC Records Management Program Policy Handbook, pp.7-10

their own passwords. Other documents are kept locked and confidentiality of records is strictly in place. Since 2008, information such as pay stubs, sick and annual leave accrual and balance can be accessed by the employee on the College's website, MyGCC, My Banner tab, under Self-Service.

### **Analysis and Evaluation**

GCC is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete and permanent. To increase accessibility of employee records by employees, the College has made certain information contained in employee records available electronically through the College's website portal. Access to the portal is safe and secure and is password protected to ensure that only employees themselves can access part of their record electronically.

All employees are given the right to review their employee record. Access to their personnel record is requested through the HRO during normal business hours. An authorized staff member of the HRO must be present to ensure that the security of the records is not compromised and to assist the employee in making copies of certain files that he or she may need.

The College's records management objective is to protect the institutional information resources throughout their life cycle. This includes complying with local and federal laws and regulations, identifying vital records, and implementing strategies for preserving information and records of long-term value.

## **Standard III.B Physical Resources**

### **Standard III.B.1**

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

### **Evidence of Meeting the Standard**

GCC procures and maintains adequate physical resources that support students, faculty, and staff in performing their duties and activities in an environment conducive to excellence in instruction and learning in a safe and efficient manner. In August 2014, the BOT authorized professional services to update the GCC Physical Master Plan 2011-2015. GCC hired Taniguchi Ruth Makio Architects (TRMA) to update the plan by incorporating data and inputs from discussions with the College community. After a few modifications, TRMA formally presented the final GCC Physical Master Plan 2015-2020 (GCC-PMP) in September 2016. The GCC-PMP describes campus planning factors such as enrollment, classroom demands, parking demands, infrastructure improvements, and project description

by phase.<sup>317</sup>

While the GCC-PMP guides future major projects, the College also takes on smaller projects and outsourced projects. Faculty, students, and staff submit work orders for small projects such as repairing damages that occur as a result of normal aging of facilities. Outsourced projects include replacement of dilapidated fences and gates and installation of water filling stations. Regardless of the type of facility project, Planning and Development (P&D) staff communicates with GCC's Environmental, Health and Safety (EH&S) Administrator and the Student Support Services Administrator to ensure the safety and security of our stakeholders. Periodic inspections of facilities are conducted to ensure the College's adherence to health and safety regulations and compliance with the federal Occupational Safety and Health Administration (OSHA) standards.

A review of physical resources is conducted at locations where stakeholders learn and work to ensure adequacy of resources. Stakeholders are kept informed of available physical resources such as facilities, equipment, and technology in several ways. First, a standing item on the GCC Board of Trustees monthly meeting agenda is the President's Report on Capital Improvement Projects (CIPs). Updates on physical resources are provided to members including student trustee, support staff advisory member, and the faculty advisory member. Second, updates on physical resources are provided at the monthly Resources, Planning and Facilities (RPF) Committee meeting. Members include staff, student, and administrators as defined in the Agreement. All the members represent all the stakeholders of the campus community. Third, Construction Coordination Meetings are held twice a month for Building 100, which is currently undergoing renovation. Members that attend to ensure compliance with federal and local building codes as well as the uniform fire codes include the architect, contractor (Project Engineer and Operations Manager), Resident Project Inspector, LEED Commissioning Agent, and GCC representatives (faculty, Assistant Director for P&D, EH&S Administrator, Procurement and Inventory Administrator, and Teleprocessing Network Coordinator).<sup>318</sup>

GCC effectively maintains its current physical resources while planning for the future needs of its educational programs and services. Annually, the BOT provides a budget to maintain a safe and rigorous learning and working environment. Annually, throughout the month of February, the campus community is given an opportunity to propose projects to improve the campus facilities. The list is vetted by the RPF Committee.

Physical resources are primarily managed by three departments. The Planning and Development Department which oversees building facilities, the Materials Management which oversees the inventory of GCC's capital assets, and the Management Information Systems (MIS) which takes care of the technology assets. The College is committed to providing all students with the same level of service and attention no matter the site at which they receive their instruction, and assuring that physical resources are safe, secure and healthful.

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<sup>317</sup> GCC Physical Master Plan 2015-2020

<sup>318</sup> Chachalani August 2016 p.12

GCC's facilities are maintained through preventive maintenance. Facility & Maintenance (F&M) staff walk through facilities, buildings and photovoltaic structures, submit work orders to address deficiencies and repair or outsource the needed repairs. Materials Management staff maintains inventory and coordinates the transfer or survey of resources. MIS maintains designated labs and computers.

As new buildings are released to GCC, F&M staff attend trainings on various equipment and software such as photovoltaic panels, digital data controls, generators, aerial lifts, and water chiller air conditioners. Telephone/radio instruments were purchased as a means for F&M staff to quickly respond to unplanned situations. Important drills such as the Great Guam Shake Out (earthquake readiness drill) and Active Shooter Training are conducted through the Environmental, Health and Safety Office annually. GCC's fire alarm and mass notification system is fully operational, and ties all existing buildings and allows for expansion as new buildings are constructed.

As of AY 2016-2017, the College offers programs and services at the following facilities:

Technology Center (Building 1000):

- Discovery Lab
- Cisco Networking Systems Lab
- CAT-5/Fiber Optics Lab
- Electronics Networking Systems Lab
- PC Repair Lab
- Industry Certification Labs (two)
- Graphics/Web/Video Labs (three)
- Video/Photography Studio
- Prometric/PAN Testing Lab (16 computers)
- Lecture Hall/Presentation Rooms (3)
- Conference Room

Student Services and Administration (Building 2000)

- College Placement Test Center
- Conference Rooms

Anthony A. Leon Guerrero Allied Health Building (Building 3000):

- Lecture Halls (two)
- Science Labs (two)
- Science Classrooms
- Nursing Labs (two)
- Nursing Classrooms (two)
- Administration Lab
- Clinical Lab
- Simulated Hospital Classroom
- Auditorium (two)

Learning Resource Center (Building 4000):

- Open Computer Lab
- EBSCO Database-7,000+ periodicals

- Dynix Horizon Info Portal
- Photocopy & Printing (24/7 on-line library catalog)
- Student Study Group Rooms (three)
- Lecture room
- Historical Guam
- CD/DVR Rentals

Student Center (Building 5000):

- Reach for College Office & Tutoring Room
- Conference Room
- Project Aim Office & Tutoring/Computer Lab
- Open Computer Lab
- Student Lounge with water refilling station
- Nurse Office
- Training Room

Foundation Building (Building 6000):

- Mini Computer Labs (two)
- Language Lab
- CASAS Lab
- GED(R)/HiSET(R) Test Lab
- Bookstore
- Conference Room
- Port of Mocha Cafe
- Veterans' Lounge

A Building:

- Classroom Computer Labs (three)
- Classroom Computer Mini-Lab
- Criminal Justice Simulator Lab
- Language Lab

B Building:

- Student Success Center
- ID Center

C Building:

- Portable Classroom Computer Labs (two)
- Classroom Computer Lab (Accounting)
- Classroom Computer Mini-Labs (two)

D Building:

- Classroom Computer Labs (six)
- Open Computer Labs (two)

E Building (formerly Building 200):

- AutoCADD
- Drafting Room
- Student Lounge
- Mansana Lab
- Recycling Room

- Exercise Room
- DDC Room
- Copy Room
- Communications Room
- Control Room

Other Facilities:

- Building 100-under renovation for Criminal Justice
- Building 300-under renovation for multi-use purposes
- Building 400-Culinary Arts Kitchen Lab
- Building Trades & Industry Park (Building 500, 600 & 900)-automotive, welding, and painting

### **Analysis and Evaluation**

Transforming the College campus into a conducive learning and teaching environment that fosters a sense of family among its employees who are committed to student access and success is primarily dependent upon a well-developed and well-executed facilities master plan, the Guam Community College Physical Master Plan 2015-2020. The GCC-PMP contains building construction and renovation plans as well as improvements anticipated to meet the long-term needs of the College. The GCC-PMP centers on the establishment and maintenance of an environment that is clean, attractive, safe, conducive to heightened learning, in keeping with ADA requirements, and supportive of the social and developmental needs of the student body.

### **Standard III.B.2**

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

### **Evidence of Meeting the Standard**

GCC plans, constructs and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. Driven by the College's mission, priorities and annual departmental plans, both the ISMP and the GCC-PMP serve as the primary planning documents for the College.

The College assesses its academic and non-academic programs, organizational structure and instructional curriculum periodically in accordance with anticipated industry needs. The College plans, builds, maintains and upgrades its physical resources to ensure their effective utilization. The RPF Committee plays an important role in this process by assessing and assuring that physical resources provide the necessary quality to support student programs and services. The Committee also reviews the long-range capital improvement plans incorporated into the ISMP. The ISMP incorporates the GCC-PMP and Information

Technology Strategic Plan designed to add, modify and modernize space and technology to meet the College's educational program needs into the year 2020 and beyond.

The planning process for GCC's physical resources in support of its programs and services has evolved from an informal to formal process. The collaborative informal process includes brainstorming sessions with the VP for Finance and Administration, VP for Academic Affairs, deans, assistant directors (Communications and Promotions, Planning and Development, Development & Alumni Relations, and Continuing Education), and HR to assess need and sustainability. A consultant further expanded this session to include college representation engaging participants (SWOT analysis) and then developing a conceptualized plan. The draft plan is presented to faculty and non-faculty alike to ensure departmental and programmatic needs are thoroughly addressed such as enrollment growth, resources requirements, and technological and curriculum needs and other factors. The consultant incorporates feedback into a final draft presented to all college stakeholders to review and provide feedback once again.

Through the P&D Office, an announcement for capital improvement projects is posted online as well as at the department chairpersons' meeting to give faculty and other personnel an opportunity to provide feedback in addition to the regular budgetary process to submit projects. CIPs are compiled and presented to the RPF Committee which gives priority to critical projects addressing the health or safety of those who learn and work at GCC. The priority list is then forwarded to the College Governing Council for consideration. Approved projects are presented to the President and the Board for funding consideration.

The Anthony A. Leon Guerrero Allied Health Building, the Learning Resource Center, plus the state-of-the-art Crime Lab that was built on the GCC campus with federal funding, comprise three of the five key facilities identified for construction under the GCC-PMP.

Funding for additional facilities to meet future workforce development needs will be relentlessly pursued from federal and local government sources. GCC will continue to cultivate its partnerships with industry leaders and seek funding through joint ventures or cooperative arrangements. These funding avenues will be necessary in order to complete the myriad of projects needed to enable the College to accommodate the anticipated needs of the community and the dynamic and changing workforce requirements of the island.

Based on the results of the assessment, projects are proposed and submitted to fulfill the needs of the instructional programs. Examples of the College's response to results of the assessment and planning process are the construction of the Anthony A. Leon Guerrero Allied Health Building that houses GCC's Practical Nursing and Medical Assisting programs, and science laboratory classrooms; the Learning Resource Center; the Student Center that houses the Health Services Center, Reach for College Hagu'i Kuleho Program, Training Room, Center for Student Involvement, and an Open Computer Lab; and the Foundation Building with the Adult Education program, test centers, cafe, bookstore, and classrooms. Upon completion, Building 200 will house the Criminal Justice program, classrooms and laboratories. Building 300 will be transformed into a multi-use building. The existence of these buildings is a result of deliberate planning via the GCC-PMP. The updated

GCC-PMP 2015-2020 is a four-phased facility development plan to meet the projected physical campus needs by 2020. Phase 1 began with the renovation of Building 100 (18,000 square feet), issuance of a procurement bid for the Forensic DNA Laboratory Building (12,000 square feet) and Building 300 (12,000 square feet), submission of architectural drawings for the Wellness Center & Maintenance Building (22,000 square feet), and preliminary discussions of the Founder's Square (12,000 square feet). Phase 2 will include the development of the Annex and recreational trail (64,000 square feet), reintegration of Sesame Street, parking structure (108,000 square feet) and new ponding basin, multi-purpose auditorium (12,000 square feet), the renovation of Building 400 (4,000 square feet) and Building B (6,000 square feet) and a generator. Phase 3 will add another parking structure (90,000 square feet), generators, open space improvements, and the renovation of Building 500 (22,000 square feet), Building 600 (18,000 square feet), and Building 900 (18,000 square feet). Lastly, Phase 4 will incorporate a parking structure (90,000 square feet), conversion of building 1000 to a "green data center" (12,000 square feet), a clock tower building (2,000 square feet), renovation of Building 2000 (5,000 square feet), and improvements to open space. The GCC-PMP will also require the relocation of a few programs "in order to foster collaborative learning activities,"

The GCC-PMP also addresses the much needed infrastructure to support the needs of students and all stakeholders through 2020. This includes water and power systems, storm water system, network and communication systems, emergency power, water tanks, sewer system, rainwater catchment, fire protection, and campus safety. With the new building projects, above-ground power connections will be replaced with underground lines. The campus storm water system will be supported by using pervious walkway and marking material. The network and communication systems will require overhead lines relocated underground with each new building project. Building 1000 will be converted to a green data center consolidating ERP and Legacy Servers are planned for Cloud Migration. The information about servers being mentioned here should only apply to non-Cloud Servers, or servers that MUST reside on-site/on campus., utilizing high-efficiency power supply and Energy Star and Standard Performance Evaluation Corp. Standards, having photovoltaic panels and micro-turbine power generation and employing Trigenation combined cooling, heating and power. Backup generators and line conditioners will be incorporated to provide auxiliary power. Water tank systems will be used to supplement the public water service to Mangilao, an area historically known for frequent water shortfall. There will be continued use of rainwater catchment system sized for 1-day reserve capacity.

As new buildings are constructed, F&M's staff members practice a routine to repair and maintain facilities. Every morning, staff reviews, prioritizes work orders, and as needed, discusses work order with requestor. As part of the P&D Facilities Administrative Unit Outcome (AUO), F&M staff must act on a work order within five business days otherwise the requestor is to be notified of reasons for the delay. F&M staff prepares work orders to address facility deficiencies as part of the routine Preventive Maintenance & Inspection process. F&M prioritize facility deficiencies that pose an immediate threat to the campus stakeholders (e.g., health, life, property or environment) over other work orders. As Guam's mean high temperature is 86 degrees Fahrenheit and mean low of 76 degrees Fahrenheit, having a functioning air conditioning or HVAC (Heating, Ventilation, and Air Conditioning)

system is most impactful to student learning. Accordingly, having an open purchase order to quickly obtain supplies and materials, relocating affected classes, or employing portable air conditioning units are all part of F&M's contingency plan when an air conditioning system is not properly functioning.

Another example of how the College's assessment and planning process continuously improves its facilities is the renovation of the GCC Foundation Building. Whereas the Foundation Building previously housed the Learning Resource Center and classrooms, this renovated two-story Leadership in Energy and Environmental Design (LEED) Silver certified building (21,000 square feet) opened in November 2012 and now features classrooms, a café, bookstore, Veteran's Lounge, and a recycling station on the first floor and the adult Education office, classrooms, computer testing rooms (GED®, HiSET®), Comprehensive Adult Student Assessment System (CASAS)), and a classroom-lab (English-as-a-Second Language) on the second floor. The building also features photovoltaic solar panels, energy efficient windows and lights, and digital temperature controls.

The renovation and upgrade of Building 200 has been completed and it reopened as Building E in December 2014. This two-story, 22,600 square foot LEED Gold certified structure houses several programs (Pre-Architectural Drafting, Computer Aided Design & Drafting, Education, Early Childhood Education and English) as well as ten classrooms/labs, a study room, and an exercise room.

Buildings A, B, C and D are concrete structures constructed in the 1970's. Although classrooms make up the majority of space allocated within these buildings, two offices: Management Information Systems and Student Support Services, computer classrooms and open computer labs are also located here.

Aligned with the GCC-PMP and in its continuing effort to expand and improve facilities, the College began the renovation and expansion of Building 100 in August 2016 and issued a bid for the construction of the Gregorio Guevara Perez Forensic DNA Building. While Building 100 will include classrooms for the Criminal Justice Program, the Forensic DNA Building will be jointly used by GCC students as well as the Guam Police Department. Architectural plans for the renovation of Building 300 have been finalized and this project is currently going through the procurement bid process.

### **Analysis and Evaluation**

Aligned with the established maintenance processes, and guided by the ISMP and the well-designed comprehensive GCC-PMP 2015-2020, GCC is able to identify and pursue capital improvement projects.

Guided by these plans, construction and maintenance of capital projects, such as the Anthony A. Leon Guerrero Allied Health Building, the Learning Resource Center, the Student Center, the Foundation Building and the renovation of Buildings 100 and 200 further support GCC's students, programs, and mission.

**Standard III.B.3**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

**Evidence of Meeting the Standard**

GCC utilizes an established process to assess the use of its facilities for appropriateness and functionality. Prior to the construction of a building, feasibility studies and other data are reviewed and discussed by the deans, the vice presidents and the president to determine the building's need, purpose, and functionality. Discussions continue with various other groups to include faculty, department chairpersons, a key member and representative from the program's Advisory Committee, the architect, alumni and the Office of Planning and Development. When the decision to construct a building is finalized, a funding source is identified.

During the construction phase and until the building is turned over to GCC, Construction coordination meetings are conducted and are well attended by various representatives which include the contractor, architectural and engineering firm, and GCC personnel such as the deans and various academic department chairpersons, the P&D personnel, the MIS personnel, the EH&S Administrator, and Materials Management.

The evaluation occurs at regular periods through the Advisory Committees (Automotive Technology, Business & Visual Communications, Construction Trades, Criminal Justice & Social Sciences, Education, Nursing & Allied Health, Tourism & Hospitality, Assessment & Counseling and Technology), as they are accountable for identifying program requirements such as industry standards, facility, and other pertinent information. The Advisory Committee members include GCC faculty and key personnel representing the business, labor, and professional organizations who are experts in their fields. These individuals have expertise in the skills and competencies needed for specific occupations. Committee activities focus on reviewing programs, providing recommendations, and assisting students and faculty. Advisory Committees assist the College in ensuring that a given program is relevant to the community, addresses current industry standards and workforce needs, and has appropriate resources to support high quality student outcomes. The committees also review and recommend improvements in equipment and facility in response to updates in program curricula or to support newly developed programs. They support constructive changes within a program, generate new ideas, and serve as advocates for quality career and technical education.<sup>319</sup>

Goal 2 of GCC's Goals and Initiatives is to "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." In line with this, Initiative 1 specifically aims to enhance and monitor the College's facilities master plan to keep pace with institutional growth projections and priorities. The process involves review

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<sup>319</sup> Workforce Advisory Committee Handbook 2014-2016, p. 9, p. 30

and recommendation of facility and/or equipment improvements. Strategies to be employed are first, to review the facility and equipment utilized for the program, and second, to identify new technology and developments that should be used in the program, and third, to recommend equipment and software needs for the program.<sup>320</sup>

To support course offerings in Distance Education (DE), the process periodically reviews the possible need for new equipment based on the program curriculum. Annual evaluation is done similar to what is being implemented with the traditional programs utilizing outcomes assessment data and program review.

### **Analysis and Evaluation**

Goal 3 of the GCC ISMP 2014-2020 is to “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.”

The College has an established mechanism in place, a data-driven dedicated planning (3DP) process which links every aspect of the institution’s operations and services to assessment, based on which all decisions and actions are made. This is explained in detail in the updated Strategic Resource Plan 2017-2021. GCC also has a well-developed financial and resource allocation master plan that integrates planning, review, and evaluation of resource usage. Needs assessment and evaluation of GCC’s facilities and equipment are performed routinely ensuring the institution’s capacity to reallocate resources, if and when necessary, in order to promote excellence and provide the highest quality educational programs and services. Furthermore, effective planning and decision-making are achieved with the use of state-of-the-art information technology that provides relevant and accurate data for the College.<sup>321</sup>

### **Standard III.B.4**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Evidence of Meeting the Standard**

In July 2016, TRMA delivered the GCC Physical Master Plan (PMP) 2015-2020 and presented it to the BOT on September 2016. The GCC-PMP considered new factors (GCC Annex, Building 300, ponding basins, founder’s square), and a projected campus growth in the range of 3-7% annually, to include classroom demand and parking demand. While the plan addresses long-term projects requiring external funding, short-term capital projects for repair and upkeep of the College’s aging buildings are covered through local appropriated and nonappropriated unrestricted funds. GCC’s Energy Audit continues to guide the College when procuring air conditioning units and lights, SEER, and LED. Cost savings obtained from these lights, from net metering, and photovoltaic energy, further support sustainability

<sup>320</sup> ISMP 2014-2020 p.8, p.10-11

<sup>321</sup> GCC Strategic Resource Plan 2017-2021 pp.2-3

initiatives such as the procurement of solar compactors and replacement of fluorescent tubes to LED.

Through the Planning & Development Office, announcements for capital improvement projects (CIPs) are posted online and discussed at department chairpersons' meetings to give faculty and non-faculty the opportunity to submit project proposals aside from through the regular budgetary process. CIPs are compiled and presented to the RPF Committee. Priority is given to critical projects affecting the health and safety of those who learn and work at GCC. Approved projects are presented to the BOT for funding consideration.

Equipment and small purchase needs are requested through the annual budget cycle requests. Computer lab replacements are governed by the Technology Working Group in its annual budget prioritization. CIP budget limits follow parameters set forth in board resolutions and calculated annually during the budget request period. The GCC Technical Opportunities Assessment Plan, also known as Energy Audit, was completed in February 23, 2011, and has allowed GCC to include energy saving projects such as change out of light fixtures and HVAC replacements in the CIP requests. Additionally, ARRA funding and other grants awarded from the Guam Energy Office, U.S. Department of Interior, and U.S. Department of Education provided the College the ability to implement projects such as the photovoltaic lights, and upgrades to Banner, the campus-wide integrated database system.

The long term planning process for capital projects happens both informally and formally. The informal process (Stage I) starts with an assessment of a need identified by a stakeholder (faculty member, staff member, or a student) and evolves into an all-inclusive discussion among the VP for Finance and Administration, VP for Academic Affairs, deans, assistant directors, and HRO, as to the need, opportunities, possible obstacles, and sustainability of capital projects. Later, an architectural and engineering consultant further develops a draft plan (Stage II) based on findings from these sessions and presents it to stakeholders through committees whose members include faculty, staff, and students. This process ensures that departmental and programmatic components such as enrollment growth, technological requirements and curriculum needs are thoroughly addressed. The consultant then incorporates feedback and comments from faculty and non-faculty into a final draft (Stage III) prior to presenting the plan to management. Finally, sessions to roll out the plan take place with stakeholders (Stage IV).

A similar process is utilized in developing the GCC ISMP and other planning documents. The ISMP links long-range capital plans, incorporating the GCC-PMP into institutional plans. GCC's approved Physical Master Plan which covers the period 2015-2020 has gone through the four stages. The Plan addresses the anticipated need to accommodate a 3-7% annual growth in the student population. The plan was developed by TRMA and includes a recap of the facilities completed since 2010, a summary of capital improvement projects requests, space analysis, departmental analysis, faculty and staff projections, facility design guidelines, facility programs, project phasing and preliminary estimated cost, and development of a seven-acre property adjacent to the GCC campus. The draft plan was vetted throughout the campus community to garner feedback and comments. Comments were compiled, reviewed, considered and when appropriate, were incorporated into the plan. The

draft plan was then forwarded to the BOT having been reviewed and approved by the College Governing Council at its March 31, 2011 meeting.<sup>322</sup>

The Plan serves as the basis for decisions regarding facilities. Federal grants and/or loans are then pursued for the specific facility. GCC adheres to Government of Guam procurement rules and regulations as it relates to the bid process. Construction projects that exceed \$500,000 must go through the attorney general's office, under the Government of Guam law for notification. The Attorney General reviews all contracts for government agencies, including GCC. GCC's legal counsel reviews the College's contracts. After specifications are developed, a bid advertisement is issued in a public newspaper. A mandatory pre-bid conference is held, followed by a bid opening which happens two weeks after the pre-bid conference.

GCC strives to link College goals and priorities to the College's ISMP 2014-2020. The ISMP 2014-2020 has four overarching goals: retention and completion, conducive learning environment, improvement and accountability, and visibility and engagement. This six-year plan brings with it a more global approach to workforce development, a student-centered curriculum, partnerships with on-island and global businesses, an opportunity for stakeholders to assess resources and additional initiatives to further upgrade the physical campus. The ISMP includes information on the annual curriculum review cycle, project Win-Win, the 2014 Assessment Leadership Summit, the Comprehensive Institutional Professional Development Plan, the Facilities Master Plan update, sustainability initiatives, the Participatory Governance Structure Handbook, updates to the MyGCC portal committee sites, the Data Driven Dedicated Planning (3DP) process, updates to the budget and assessment links in TracDat, the electronic curriculum process, the campus multimedia project, the five-year marketing plan, articulation agreements, and internationalizing initiative updates.<sup>323</sup>

Having experienced a nearly 20 percent surge in student population since the implementation of the first ISMP, GCC has, with its ISMP 2014-2020, established initiatives to further upgrade the physical campus and plan for even more growth. The updated GCC-PMP 2015-2020 will allow the College to monitor student population and program expansion, and to make facility adjustments where needed.<sup>324</sup>

## **Analysis and Evaluation**

The ambitious GCC Physical Master Plan 2015-2020 guides institutional decisions and was specifically developed for GCC to move towards accomplishing its improvement goals. GCC recognizes that the rate of pursuing its construction projects may be affected by an external factor: "the U.S. Citizenship and Immigration Services' 99.9 percent denial rate for temporary H-2B visas." Masons, carpenters, electricians, structural steel workers and plumbers are among the foreign workers on H-2B visas who have been part of the Guam construction industry's labor force for decades. Alternative options and adjustments are being

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<sup>322</sup> GCC Physical Master Plan 2015-2020

<sup>323</sup> ISMP 2014-2020

<sup>324</sup> ISMP 2014-2020 p.3

explored by GCC.

## **Standard III.C Technology Resources**

### **Standard III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

#### **Evidence of Meeting the Standard**

The adequacy of technology services, professional support, facilities, hardware, and software is addressed primarily by the GCC Management Information Systems (MIS) Office, which participates in Technology Working Group meetings, the Banner Core Group, in the Website group, and in the Planning and Development Office's capital improvement and construction projects meetings.

MIS' Finance and Administration Division weekly meeting minutes and Board of Trustees' quarterly reports highlight the successes, work-in-progress, and issues that relate to the institution's technology implementations as planned in the Institutional Technology Strategic Plan (ITSP) / Enterprise Architecture (EA) documents. Cumulative matrices of updates for the ITSP-EA documents are also provided mid-year and year-end, showing the various systems that the College is maintaining, enhancing, expanding, upgrading, and retiring to improve the technology experience of the students, faculty, staff, and administrators. Related to these improvement efforts, to better facilitate the learning, teaching, and working experience of its users, the MIS assessment plan and report in TracDat documents in detail the past and current progress and challenges, as well as anticipated improvements.

Work Orders via E-Maint for most technical services also provide the raw data and data elements to gauge the efficiency and effectiveness of MIS' technology support with the priority to ensure 100 percent student-centered success in and out of the classroom.<sup>325</sup> MIS standards, the annual Computer Technology Bid, and the use of the Technology Inventory assist MIS in combating obsolescence. These processes are also used in the replacement cycle and final disposition of hardware technology.<sup>326 327</sup>

Bi-annual and annual reviews and updates for PC and Mac computer system standards have also been implemented. The MIS Systems Administrator's midyear and yearend performance evaluations, submitted budget plans and reports, and completed systems' projects list with outsourced professional and technical consultant TechProven, highlight the many successful projects aimed at improving and ensuring operational, administrative, and academic functions that relate to, or are dependent on technology.

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<sup>325</sup> E-Maint

<sup>326</sup> MIS Standards

<sup>327</sup> Computer Technology Bid

GCC's Enterprise Resource Planning (ERP) system, consisting of the Ellucian's Banner INB/SSB (Internet Native Banner / Self-Service Banner), MyGCC Luminis Portal (Community sites, Course Studio Learning Management System-LMS), and related applications and subsystems along with Ellucian's Customer Support Service Center, TechProven's Remote Professional and Technical Support for Banner and Database Administrator expertise, ensure technical support is available for students, faculty, staff, and administrators for areas beyond the resources of MIS.<sup>328 329</sup>

Vendors provide support such as contract warranties and licensed subscriptions for Macintosh hardware repairs and occasional multimedia repairs for the ERP hardware and lab computers through open purchase orders.

Other technical resources available for students to assist with assignments, research, testing, or self-education include the open student library (LRC), and instructional and testing labs (as detailed in Standard III.B.1 Physical Resources). These resources are all connected to the Internet via a multi-pronged multi-homed Internet lines from Guam Telephone Authority (GTA), Pacific Data Systems (PDS), and Docomo (local traffic only). These connections and Internet and/or network traffic are also protected and secured by CISCO firewalls, Symantec Endpoint Enterprise Antivirus, and monitored by InterMapper and other network monitoring systems.

The Moodle (LMS) hosting and support with Remote Learner login for GCC's Distance Education course offering, the GCC public website, TouchNet, Google Apps platform for education (Gmail, Google Drive, Google Docs, etc.), SirsiDynix Online Library system, and the Disaster Recovery (DR) sites for the ERP Banner INB/SSB and MyGCC are now being supported in the Cloud to provide students and faculty greater accessibility, security, reliability, and better communication and collaboration.<sup>330 331 332 333</sup>

Server reliability is provided through the VMWare failover features, UPS, and the standby generator. Hardware, software, and data standards also add a layer of reliability through the benefits of compatibility, streamlined support, and uniformity.

Provisions for disaster recovery include ongoing unattended automatic scheduled server backups, Cloud based ERP disaster recovery sites (BANNER Database and BANNER INB, MyGCC portal), with plans to move the entire ERP system to the Cloud. Furthermore, electronic backups in external drives are stored in a secured off-site location (i.e., bank vault).

Privacy and security are achieved through the use of the TouchNet system to protect credit card data and transactions, and username/password credentials are necessary to access the

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<sup>328</sup> MyGCC Luminis Portal

<sup>329</sup> Ellucian's Customer Support Service Center

<sup>330</sup> Remote Learner login

<sup>331</sup> GCC public website

<sup>332</sup> TouchNet

<sup>333</sup> SirsiDynix Online Library system

GCC portal system and WiFi network. Firewalls for security measures are also in place for the protection of servers and their access. Different security levels for system access are implemented based on user profiles ranging from guests, students, employees, system administrators, security officers, etc. Barring any emergencies, the physical security of the server room is housed in an unnamed area on campus and only accessible to MIS personnel assigned with the appropriate keys.

### **Analysis and Evaluation**

To ensure that technology services, professional support, facilities, hardware, and software appropriately and adequately support the institution's management and operational functions, academic programs, teaching and learning, and support services, GCC utilizes myriad means to identify and address the various technology needs of the College, such as: work activities from MIS; recommendations from the Technology Working Group; reports from division and management team meetings; guidance from ITSP and Enterprise Architecture (EA), requests from eMaint; MIS assessment plan and assessment report; and TracDat.<sup>334</sup>

### **Standard III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

### **Evidence of Meeting the Standard**

The ITSP along with the EA documents are the official technology plans, along with the technology inventory that MIS primarily uses to continuously update and replace obsolete Information Technology (IT) infrastructure. The same plans and documents are used to provide IT resources to ensure quality and capacity are adequate to support GCC's mission, operations, programs, and services. Every year since the official adoption of these documents, a cumulative matrix of updates to the College's IT landscape is linked to the goals, objectives, strategies, standards, and desired outcomes stated in the ITSP and EA, is appended to the EA document and replaces the previous year's matrix appendix. The EA document is then submitted with this updated appendix, with Technology Working Group input, to the VP for Finance and Administration at mid-year and year-end as a way to provide evidence of the progress being made towards maintenance and improvement of IT resources. Most updates are based on what is feasibly possible to accomplish within the year to address items in the ITSP and EA, as well as to resolve more pressing IT issues brought up by the Technology Working Group, the Banner Core Group, in DC meetings, from COPSA, and from submitted service work orders.

MIS' budget requests ensure that financial planning is conducted for maintaining or improving the Ellucian Banner Enterprise Resource Planning (ERP) system, outsourced technical and professional services, administrative systems, as well as classroom information

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<sup>334</sup> TracDat

and instructional technology hardware and software. The MIS budget planning process and cash flow management ensures continuous upgrades to the quality and capacity of servers, network, Internet bandwidth, and other services that directly benefit all students, employees, and campus guests. Software and hardware upgrades to computerized instructional labs, library and open computer labs, multimedia, wireless and wired networks, student testing systems, and enterprise antivirus, firewall, and network monitoring system tools are made possible through the Student Technology Fee, which helps to provide students with the technology they need to be successful in their educational endeavors.

GCC technology decisions are based on the results of evaluation of program and service needs as evident in its assessment reports, budgets, meeting minutes, e-mails, voiced concerns at “Meet the President” sessions, and curriculum changes. These components of evidence apply to DE/CE as well.

In prioritizing its needs when making decisions about technology purchases, GCC relies on the budget and availability of funds which are currently sufficient for operations and planned upgrades.

Contractual obligations for operations and maintenance of the ERP are high priorities as well as the upgrade of hardware and software for classroom needs as supported by assessment findings and analysis of aged inventory that is also used as the replacement cycle plan. In addition, emergency funds are reprioritized as need is determined.

The basis for decisions regarding the use and distribution of the College’s technology resources in relation to DE/CE include: initiatives, priorities, concerns, and requests coursed through the Technology Working Group and BANNER Core group representatives; meetings and discussions with MIS team; department requests; assessment findings; and availability of funds and budget priorities.

The College utilizes a number of provisions to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE course and programs. For guidance and direction, the College uses and updates the ITSP/EA documents. Regarding the technology hardware, GCC relies on its Replacement Cycle plan as well as ongoing and annual multimedia upgrades and maintenance. Other provisions include: on-demand or via work order submissions to immediately address service, accessibility, reliability or system down issues; ongoing or on-demand training for technology; six-month review of standard specifications and costs; annual bidding for hardware and software; internal network utilization monitoring; and student faculty concerns through committees. Having a multi-pronged campus Internet connectivity also adds to maximizing reliability of the network infrastructure.

### **Analysis and Evaluation**

GCC ensures a robust, current, sustainable, and secure technical infrastructure that provides maximum reliability for students and faculty. The College ensures sufficient budget and cash flow for all technology operations, maintenance, and emergencies. The ITSP/EA document

provides guidance and direction in the implementation of the college's hardware replacement cycle, multimedia upgrades and maintenance, training for technology, internet bandwidth monitoring and upgrading, internal network utilization, network equipment upgrades, standard specification updates, hardware and software maintenance, and other related technical items to support student needs. The College provides on-demand and work order initiated requests to immediately address system or service issues, reliability, accessibility, or system down issues.

GCC continuously plans for its technology needs via its stakeholders. Teaching students and training employees to use technology is scheduled regularly and as feasibly as possible to get all users up-to-date with the necessary skill sets. Hardware, software and network upgrades and updates replace old technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission. Budget commitments and upper management support ensure that operations, programs, and services are provided the resources to function efficiently.

### **Standard III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

#### **Evidence of Meeting the Standard**

GCC provides the management, maintenance, and operation of its technological infrastructure and equipment at all locations on its campus and at satellite locations. Funding and budget plans support training, upgrades, license renewals, service subscriptions, outsourced technical support, extended warranties, computer labs and servers, upgrades of networking equipment (switches, routers, access points, etc.) and cabling systems, and upgrades of Wi-Fi/wireless equipment. Support of the DR sites of the ERP and the ERP's planned move to the Cloud environment is also crucial.

The College provides an emergency backup system for BANNER INB applications and databases. The MyGCC portal disaster recovery system is in its final stages of testing and implementation slated for the start of the spring 2018 semester. GCC also has a Disaster Recovery site for the most critical components of the system in place, including: VMWare failover features, uninterruptible power supply (UPS) for ERP server and communication equipment, backup networking equipment in case of total failure (i.e., lightning strikes, extreme power spikes, fire, and water damage), and multi-prong internet connectivity in place with current internet service providers (ISPs) up to year 2018.

One challenge is the island power system that is affected by environmental issues (lightning, snakes, and earthquakes) and the drain on the generator that supports the server room. The submitted CIP project is for the protection of currently exposed fiber optic network backbone cables for more permanent covering.

## **Analysis and Evaluation**

GCC is committed to providing the technology resources at all locations where it offers courses and programs. Technological services are implemented and maintained to assure reliable access, safety, and security. Whether on or off-campus and whether face-to-face, hybrid or fully online with distance education, GCC ensures that all its users have what they need for teaching, learning, and administrative or operational functions.

### **Standard III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

### **Evidence of Meeting the Standard**

GCC assesses the need for information technology training for students and personnel with different approaches, especially when it comes to upgrades of the components of the ERP, or with hardware and software. For personnel, a training plan is developed and adopted based on what the employee's position entails. The training is initially assessed by the employee through self-identification of their current skill sets or through the direction of a supervisor based on performance reviews and outcomes. Through this self-assessment or through performance evaluations, training is based on the required technology skill to address gaps between what the job requires and employee's technical knowledge. GCC also uses Institutional Priorities to guide employees when submitting applications for formal professional development which are regularly announced on MyGCC portal. Annual funding from different sources for training is made available to staff, administrators, and faculty.

As for students, announcements are made on the MyGCC portal to provide students with training opportunities other than those that are already going to be addressed in, or are part, of their courses. Students' technology training is assessed by the use of assessment results, pre-tests, surveys, and communication in committees.

The Academic Technologies department provides training throughout the year on different system topics, system tools, computer equipment, multimedia, applications, and software. MIS personnel regularly undergo training to keep up with fast paced changes and technology upgrades. When training is closely linked to actual implementation or technology use, it is very effective.

## **Analysis and Evaluation**

GCC provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. Employees, especially with the MIS, regularly submit technical training requests via the Administrator/Staff Development benefit

program. Students and employees are also invited to scheduled trainings provided by the Academic Technologies Office and on-demand as well as planned brown-bag and lunch-and-learn workshops related to technology. Other online resources such as subscribed learning courses, webinars, tutorial videos, FAQs, and Help web pages are also used as technology instructions and support.

### **Standard III.C.5**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

#### **Evidence of Meeting the Standard**

The Student Technology Fee is allocated based on policy, yet flexibility is allowed depending on priorities or emergencies. A higher priority is always given to operations to run mission-critical servers, maintain computer labs and the network, as well as to provide sufficient Internet speed and capacity for the campus. Management directives, initiatives, or priorities are used in technology resources decision-making, but student, faculty, staff, and administrator needs and concerns are also addressed via participation or representation in the Technology Working Group and/or in the Banner Core Group. The MIS Administrator is charged with making decisions for most operational matters or hardware replacements related to mission-critical operations. The Technology Working Group usually decides and addresses institution-wide recommendations and approves them to be moved forward to the College Governing Council (CGC) for adoption. As such, it is a recommending body for standards, policies, and practices of technology resources or issues brought up by all types of users. The Banner Core Group is in charge of procedures, upgrades and changes to the integrated data system Banner. Faculty, academic department chairpersons, and other employee requests also influence technology decision-making, but the flow of these requests follows the approval hierarchy protocol before it reaches either their DCs, deans, VPs, the president, or the MIS Administrator. Finally, decisions are also made through assessment findings based on network and server system monitors or supporting related statistics, as well as initiatives for better use of financial resources such as moving resources to the Cloud to gain more reliability, have it more accessible, and reduce costs among many other benefits.

#### **Analysis and Evaluation**

GCC has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. Future recommendations are being explored to either improve upon or to add to existing policies and procedures such as WiFi use and authentication, desktop user security, technology requests and implementations, technology asset accountability (theft, negligence, liabilities, and/or damages) and insurance, use of Digital Resources and Open Source software, and classroom technology management. Any future technological advances follow a process of ensuring appropriate policies and procedures are taken to be incorporated into the College's technology plan.

## Standard III.D Financial Resources

### Planning

#### Standard III.D.1

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

#### Evidence of Meeting the Standard

The degree to which GCC has adhered to its mission and goals plays a major role in the allocation of financial resources. For instance, FY 2019 Budget Preparation Guidelines set the parameters for resource allocation which include departmental goals and objectives, performance indicators, and proposed outcomes. In addition, the alignment of the budget goals and objectives with ACCJC standards ensures that the learning programs and services are sufficiently and effectively provided to the Institution and its students.<sup>335</sup>

GCC's financial statements show that the College continues to use its financial resources efficiently to meet its obligations to its students, vendors, and employees. As illustrated in the table below, the revenues meet expenditures every fiscal year. The table below summarizes financial records from 2012 to 2016:<sup>336</sup>

	FY 2012	FY 2013	FY2014	FY 2015	FY 2016
Revenues	39,971,801	36,085,083	40,134,467	42,390,002	37,473,245
Expenditures	37,653,082	33,004,685	34,892,353	35,727,251	36,904,066
Increase (Decrease) in Fund Balance	2,318,719	3,794,011	5,242,114	6,662,751	569,179

The revenues received and generated by the College are appropriated by the Government of Guam, the Manpower Development Fund, federal grants, and tuition and fees.<sup>337</sup>

Government of Guam appropriates funds to GCC for its institutional operations and other funding sources, namely, Manpower Development Fund, licensed practical nursing and

<sup>335</sup> FY 2019 Budget Preparation Guidelines

<sup>336</sup> Financial Audit Fiscal Year 2012-page 41; Financial Audit Fiscal Year 2013-page 40; Financial Audit Fiscal Year 2014 – page 38; Financial Audit Fiscal Year 2015- page 45; Financial Audit Fiscal Year 2016 – page 46

<sup>337</sup> BOT By-Laws-Funding p.9

vocational guidance programs. Nonappropriated funds are tuition, fees, grants, and scholarships sponsored by private entities.<sup>338</sup>

Revenue appropriations are spent for educational purposes like instruction, academic support, student services, institutional support, and scholarships, to improve infrastructure, facilities, and equipment, and to provide the manpower needed to enhance and sustain the delivery of quality education and job training.<sup>339</sup>

Resources are allocated according to guidelines for prioritization. Each department or unit's assessment of financial needs is one of the bases for budgeting. Additionally, the list of institutional priorities (Professional Development Priorities AY 2015-2020) and stipulations in the ISMP serve as guides for the channeling of funds.

All departments' budget requests are justified utilizing the performance budgeting process. GCC's financial planning involves stakeholders at all levels. Budget input is made at the department level and reviewed by the department's respective dean or department chair. Once compiled, the College's overall budget request is reviewed by the Resource, Planning and Facilities (RPF) Committee and then the College Governing Council (CGC) for comments and recommendation. Faculty, staff, students and administrators have representation in the RPF committee and CGC. The Board of Trustees serves as the last and final review and approval in the College's annual budget process and has oversight in determination of the College's financial needs.

Quarterly and annual financial reports are posted on the GCC website under Public Reports and the College undergoes an annual audit by an independent auditor. Allocation of resources is guided by the Institutional Priorities list, the ISMP, and an established protocol to determine prioritization of funding among the different departments and units. Management and BOT hold monthly meetings to discuss the College's financial position. Based on the status of the financial position, instructional expenditures, health, and safety issues are given priority to ensure minimal class disruptions. Other expenditures are then addressed in order of need. Among the effective practices that safeguard institutional security with regard to monetary resources is thorough scrutiny of the proposed expenditure for capital improvement projects (CIPs).

### **Analysis and Evaluation**

GCC's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. A budget process ensures that resources are distributed to make certain that programs and services are sufficiently funded. Internal controls such as accounting for handled checks or currency, counter-checking payments and accounts receivable, and maintaining clear rules on bank transactions, are in place to ensure that financial transactions are carried out in such a way that accounting errors are avoided and financial records are maintained with integrity. The proof of this prudent handling of resources is contained in the unqualified/ unmodified audit reports of Deloitte & Touche,

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<sup>338</sup> GCC Strategic Resource Plan 2017-2021 p.2

<sup>339</sup> ISMP 2014-2020 p.11

LLP, an independent auditor who examines GCC's books annually, as cited in FY 2016 Financial Statement Audit Report.<sup>340</sup>

In fact, the institution is among only a few government agencies that consistently pass rigorous audits. GCC has maintained its low-risk status for 16 consecutive fiscal years, and is consistently commended for maintaining this status by the Office of Public Accountability.<sup>341</sup>

### **Standard III.D.2**

*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

### **Evidence of Meeting the Standard**

Financial planning and management of resources are consistent with GCC's annual planning cycle that is guided by the Five-Year Strategic Resource Plan 2017-2021, the ISMP, Program and Course Assessment Plans, and Program Reviews.<sup>342</sup>

As part of the annual fiscal planning process, GCC reviews its institutional mission and department goals (FY 2019 GovGuam and NAF Budget Preparation). Each fiscal year, all departments must indicate: a) between three to five goals and objectives; b) performance indicators; and, c) proposed outcomes for each of these goals. For departments with multiple degree programs, the three requirements must be linked to each individual program. The goals, objectives, performance indicators, and proposed outcomes are used to assess departmental budget requests for the current fiscal year and in the future.

GCC has documented guidelines for budget preparation that are clearly linked to both short and long-range plans as indicated in the FY 2019 GCC Budget Preparation for GovGuam and NAF. As mentioned above, current and future budget requests must be justified. Growth budget is accepted with the approval of the deans and the VP for Finance and Administration and is required to be linked to the TracDat assessments. Requests for increases in budgets must be based on data documented in TracDat. Examples include new curriculum, additional classes, and added department function.

The GCC annual planning cycle integrates the ISMP and the Five-Year Strategic Resource Plan 2017-2021. The College's budget preparation guidelines include a timeline of key activities. An example of such a timeline is in FY 2019 GovGuam and NAF Budget Preparation.<sup>343</sup>

GCC's fiscal expenditures in the past have supported the achievement of institutional plans.

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<sup>340</sup> FY 2016 Financial Statement Audit Report

<sup>341</sup> FY2016 Financial Statement Audit Report

<sup>342</sup> GCC Strategic Resource Plan 2017-2021 p.1

<sup>343</sup> FY 2019 GovGuam and NAF Budget Preparation

This achievement has been made possible primarily because of Five-year Strategic Resource Plan for 2017-2021 period. The resource plan is part of GCC's annual planning cycle that integrates the College's ISMP, program and course assessment plans, program review, and budget planning process.

The ending balance of unrestricted funds for the College for the past two years resulted in negative impact due to GASB 68 implementation in FY 2015. However, preceding fiscal years resulted in positive impact as follows, \$12,002,124 for 2014, \$11,010,597 for 2013, and \$5,995,310 for 2012. These amounts are respectively, 27.2%, 27.1%, and 15.9% of corresponding fiscal year's total net position. These percentages are well above the minimum five percent reserve needed for emergencies.<sup>344</sup>

As for the overall revenues, financial resources come from government appropriations, tuitions and fees, grants, scholarships, and earnings from investment. In order to mitigate cash flow difficulties, the College raises funds in the form of investments, special projects, auxiliary (bookstores, cafe), loans, grants, and scholarships. Noncapital financing activities actually brought in \$14,413,000 in 2013 and \$18,533,000 in 2012.<sup>345</sup>

### **Analysis and Evaluation**

The institutional mission serves as the guide for the different departments' and units' determination of financial resources needed for any fiscal year. Allocation of resources to the different financial needs of the institution relies on set guidelines for prioritization based on the current need and performance of departments and units. The BOT, key administrators, faculty, and staff collaborate to ensure that GCC consistently earmarks expenditures to support institutional plans. If any stakeholder wishes to check if government funds are appropriately spent, he or she can readily check the financial report of GCC because it is accessible to the public via the GCC website. In order to mitigate cash flow difficulties, additional resources are derived from other means such as through investments, special projects, auxiliary entities (bookstore and cafe), grants, and scholarships. The College has insurance coverage to address different risks.

Commercial insurance exists to provide for claims arising from various risks or losses such as: operation liability, errors and omissions; injuries and illnesses of employees; natural disasters; employee health, dental, and accident benefits; and, destruction of, damage to, and theft of assets. The institution has sufficient funds to pay for the different kinds of insurance it needs. Incidentally, no material losses have been sustained as a result of the College's risk management practices over fiscal years 2014, 2013, and 2012 except for the GASB 68 implementation on FY 2015.<sup>346</sup>

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<sup>344</sup> FY 2015 Financial Statement , p. 24; FY 2014 Financial Statement, p.15; FY 2013 Financial Statement, p. 16

<sup>345</sup> 2013-2104 Annual Report-p.34

<sup>346</sup> FY 2015 Financial Statement, p.24

**Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

**Evidence of Meeting the Standard**

Actual allocation of financial resources is not a contentious issue because budget management is the result of consultation with constituents. Participative planning brings about an acceptable consensus. Financial management at GCC harnesses the College's governance structure that provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. The Resources, Planning and Facilities (RPF) Committee reviews the Physical Master Plan and a list of campus-wide capital improvement projects (CIPs). CIP needs are solicited from the campus community during spring semester of each year for the following year. RPF Committee makes recommendations on prioritizing CIPs, including those that have the greatest impact on student learning outcomes. The Committee plays an important role in the College's financial planning and budget development process, and serves as the forum for the discussion about concerns and issues regarding needed resources and facilities. Members of the RPF Committee represent all the stakeholders of the campus community.

Aside from the RPF Committee, the College Governing Council is a key component of the College's governance structure. The members of the Council are faculty, staff, administrators, and students. The CGC gathers input from its constituencies and forwards recommendations to the president for action. It provides broad participation in the development of institutional plans and budgets.

The College's financial planning is clearly defined and driven by its institutional plans. These institutional plans methodically project the growth and expansion needs of the institution, and determine the funds needed for these projections. Revenue-generating and cost-saving measures are solicited by the College from its stakeholders and incorporated in the financial planning and budget development. The general public can access documents pertaining to the institution's financial planning and budget management via the College's website under Public Reports. In accordance with the dissemination of information regarding the College's financial status, monthly financial updates are provided at RPF Committee meetings and the president regularly updates the campus community in meetings with students and employees.

**Analysis and Evaluation**

GCC's financial planning and budget development involves stakeholders at all levels. All departments and units' budget requests are justified by documentation of performance and assessment results. Budget input is made at the department level and reviewed by the department's respective dean or department administrator. The College's overall budget request is also reviewed by the Resource, Planning and Facilities Committee and the College Governing Council for comments and recommendation. The Board of Trustees serves as the

final review and approving body of College's overall financial needs.

## **Fiscal Responsibility and Stability**

### **Standard III.D.4**

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

#### **Evidence of Meeting the Standard**

GCC is always guided by its mission to provide high quality programs and services to its students. The ISMP and departmental assessment plans exemplify institutional and departmental goals and objectives that guide the planning and acquisition of resources so that the College can operate efficiently and accommodate growth consistently. Resources on hand, and those raised from loans and grants, need careful verification so that budget development can be effective and reliable. In this regard, accurate reporting of funds that are actually and potentially accumulated are monitored and tracked. In the same manner, the size and type of expenditures that are needed to make student programs and services viable in the short- and medium-terms are properly accounted for.

One of the most important components of GCC's financial planning is program review. Assessment ties in directly with growth budget requests. Based on departmental assessment, growth budget requests must be tied in directly with department needs identified through the assessment process. For example, if a department cannot meet a certain goal, it may be due to lack of supplies, equipment, and other reasons. If these are identified in the department assessment, then a request for department growth budget may be made.

In accordance with prudent financial management, GCC's management team reviews and discusses local and national economic conditions that may impact the financial standing of the local government. These initiatives of the management team are essential because the College's budget appropriation is affected by developments in the island's economy. With the reviews and discussions, the College is proactive in terms of foreseeing economic scenarios and adjusting accordingly to financial imperatives. In all these efforts to be fiscally responsible and stable, GCC is always determined to deliver quality education and training in order to fulfill its vision and mission.

#### **Analysis and Evaluation**

The budget goals and funding level for GCC are reviewed and approved by the BOT, taking into consideration the current socio-economic developments and their implications. College funding prioritizes student learning as stipulated in institutional and departmental goals. Department/unit assessment and program review results are also utilized to determine resource allocation so that the College can manage financial resources in the most

coordinated and fiscally responsible manner. The College's TracDat tool provides leads for the maintenance and assurance of the institution's financial integrity in meeting the needs of students and community workforce. In the area of developing financial resources, GCC manages grants, scholarships, and sponsorships, and continues to search for alternative sources of financial assistance from local and federal government sources and private entities to support the needed expenditures.

### **Standard III.D.5**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

#### **Evidence of Meeting the Standard**

Once budget requests are approved and appropriated, funds are allocated to departments based on these requests and budgets are made available to departments no later than October 15<sup>th</sup> of that fiscal year. Departments have access to budget, current balance, and outstanding purchase order information via MyGCC self-service.

Management of financial resources is closely monitored using documented accounting processes, procedures, and an internal control structure, to ensure accurate accounting reporting and processing of information. Internal controls and business office procedures are reviewed on an annual basis and updated as needed. The College is audited annually by an independent auditor and in FY 2016 there were neither material weaknesses nor significant deficiencies identified. The Board reviews all audit reports and management letters and any responses to audit findings are comprehensive and timely. GCC is recognized for receiving its sixteenth consecutive year as a low risk auditee.

Appropriate allocation and use of financial resources to support student learning programs and services are properly documented. To ensure the financial integrity of the institution and responsible use of financial resources, all purchase requests and contracts are subjected to a multi-layer review and approval process. Purchase requests are reviewed by the department chairman or division head and sent to the Business Office for certification of funds. Requests over \$5,000 must be approved by the appropriate vice president and the president. All major purchases of \$250,000 and contracts require Board of Trustees approval, in accordance with BOT Policy 232.

The assessment of the use of financial resources occurs at many levels and happens at regular intervals or at regularly scheduled meetings. At the onset of the budget development process, departmental program reviews should determine the level of staffing, supplies, equipment, etc., necessary to support the stated goals of the department. Budget requests are made and funded after being reviewed and evaluated by the respective administrator and the president.

Based on these evaluations new budget requests are evaluated and considered for funding in the upcoming year. Each year, budget overviews of the previous fiscal year provide lists of accomplishments by departments and the College as a whole.

### **Analysis and Evaluation**

Budgets are made available to departments annually upon approval of appropriations and budget requests. Internal control systems, accounting processes and procedures are in place to ensure the financial integrity of the information in financial reports to departments, college constituents, and the Board. TracDat facilitates faculty assessments of student learning outcomes and presents evidence of needed resources for the enhancement or execution of SLOs.<sup>347</sup>

The College is audited on an annual basis to include its internal control system and the audit report has not indicated any weaknesses in the organization's internal control. Monthly fiscal reports are provided as information to the Board, and include the status of revenue, expense, and reserve levels.<sup>348</sup>

### **Standard III.D.6**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

### **Evidence of Meeting the Standard**

Financial transaction records and documents are reviewed for errors and inconsistencies to ensure compliance with budgetary guidelines for the current fiscal year. Financial planning is monitored closely to ensure that the required funding for student programs and services is not jeopardized. Accuracy of financial documents is safeguarded by reports made accessible to the public via GCC Public Reports. These financial reports include Citizen-Centric Reports, Financial Audit Reports, monthly financial statements and financial highlights.<sup>349</sup>

The College undergoes annual audits and immediately addresses and corrects any accounting issue. These audit reports document the College's adherence to federal and local regulations, and required accounting practices. Annual reports by GCC's external auditor state that there are no identified nor noted material weaknesses, significant deficiencies, and noncompliance, material in the financial statement.

To make financial planning credible, GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community. The planning and budget process is made transparent to department heads, faculty,

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<sup>347</sup> 14th Annual Institutional Assessment Report

<sup>348</sup> FY2016 Financial Statement Audit Report, p. 9

<sup>349</sup> GCC Public Reports

administrative heads, staff, and students so that decisions can be reached by means of collaborative effort. Furthermore, audit findings are made available to the public via the Public Reports link in [www.guamcc.edu](http://www.guamcc.edu) homepage.<sup>350</sup>

Deloitte & Touche LLP, an independent auditor, came up with an unqualified unmodified opinion of GCC's FY 2016 compliance and internal control in its March 2017 audit report.<sup>351</sup>

Through meticulous planning and management of federal and local funds, the College is able to maintain its status as a low-risk government institution. GCC has set forth a framework for the Board of Trustees and the College administration to observe and analyze future implications of major financial decisions. This framework, the five-year guide on resource planning for the period 2017 to 2021, is part of the College's planning cycle that integrates the College's Institutional Strategic Master Plan, Program and Course Assessment Plans, and Program review with the resources necessary to meet these strategic planning objectives.

Furthermore, the institution has continually adjusted its guidelines for budget preparation to ensure prudent allocation of financial resources. The process for management of financial resources incorporates institutional mission, department goals and outcomes, the actual budget, assessment via TracDat, and analysis of outcomes.

### **Analysis and Evaluation**

The audited financial statements reflect the College's fiscal stability and credibility. This has been proven by 16 consecutive years of being classified as a low risk auditee. The accuracy of financial documents is mainly due to the effective financial management and oversight provided by the administration that ensures that appropriate controls and procedures are in place and followed. The institutional budget is formulated with clear guidelines and procedures to be responsive to the operational needs of the College.

### **Standard III.D.7**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

Through various meetings with students and employees, the President shares information about the financial status, expansion plans, and capital improvement projects of the institution. The annual budget and audit reports are provided publicly via the institution's website and at the RPF Committee and CGC meetings. Copies of the audit report are given to the Board and discussed during monthly BOT meetings. Any findings or management letter comments are discussed with the Board and documented in BOT meeting minutes.

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<sup>350</sup> Guam Community College - Home Page

<sup>351</sup> Independent Auditors' Reports on Compliance and on Internal Control Year Ended September 30, 2016, p.1

GCC audit reports from fiscal years 2012 to 2016 did not show any issue that needed to be addressed.

### **Analysis and Evaluation**

The annual audit of GCC's financial resources has, so far, not yielded any contentious findings. In any case when external audit results show noncompliance or any negative issue, the College is ready to respond accordingly. Current accounting procedures ensure that financial resources are managed with utmost scrutiny and documentation. The College has been transparent in its handling of financial resources as manifested in periodic meetings with stakeholders and continual accessibility of audit reports in the College's website.

### **Standard III.D.8**

*The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

### **Evidence of Meeting the Standard**

Budgetary guidelines are established and implemented in the allocation and prioritization of financial resources for College programs, services and activities. Every fiscal year, financial resources are allocated to meet the College mission to support student learning by providing personnel costs, facilities and equipment upgrades, and maintenance of learning programs and activities through the budget process. This allocation of financial assets is reviewed and assessed for future budgetary guidelines.

The internal control system for financial resources is characterized by a multi-level approval process, institutional guidelines that are consistently adhered to, and standard government accounting practices.

Purchases go through a requisition process that is reviewed by the department chairman or division manager, the appropriate vice president and the president, as required. Requests are reviewed for need and priority, and sufficient funding availability. In consonance with prudent principles for fund management, requests involving \$250,000 or above are reviewed and approved by the Board of Trustees.

The institutional budget goes through the scrutiny of the Board of Trustees. Local, federal, and other financial resources are administered by the Business Office. Grant funds must be administered in accordance with federal and local rules and regulations. The Business Office ensures programs comply with federal and local laws covering the use of federal funds. In its effort to ensure fiscal integrity, the College keeps required documentation to support expenditures in line with the Records Management Policy.

The multi-level approval process, responsive fiscal management, and government-required accounting practices ensure that the use of financial resources is justifiable and effective in

all respects. The soundness of resource allocation can be determined by regular or periodic assessments and evaluations carried out by the management. The results of assessing the internal control system are indispensable to future management of financial resources.

### **Analysis and Evaluation**

In fiscal year 2016 audit, Deloitte and Touche LLP reported that the GCC complied in all material respects with applicable compliance requirements. The results of the tests applied by these independent auditors did not show any instance of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Regular assessment of financial and internal control systems by the College management ensures that resource allocation is effectively monitored and that any opportunity for more efficient financial management is addressed.

### **Standard III.D.9**

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

### **Evidence of Meeting the Standard**

GCC has been resilient in sustaining periodic financial constraints generated by the Government of Guam's budget deficit across several years.<sup>352</sup>

Despite these uncertainties, the College has been able to maintain or exceed the five percent cash reserve to maintain operational stability. In the past three years (2012-2014), the College has been able to maintain an average year-end unrestricted fund balance of approximately \$8.5 million. However, the GASB 68 was implemented in FY2015 which resulted in negative impact to the unrestricted fund balance. With the exception of GASB 68 implementation, this achievement can be attributed to the campus community's conscientious efforts in finding ways to increase revenues and reduce operational costs.<sup>353</sup>

The College continues to monitor the economic situation of the Government of Guam, as 90 percent of its personnel costs are funded from local appropriations. The Business Office accountant monitors cash flow on a daily basis and takes steps to limit expenditures when necessary. Additionally, the president periodically meets with various senators of the Guam Legislature to ensure that GCC financial budgets and needs are being evaluated in the research and presentation of legislative bills.

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<sup>352</sup> Management Letter to the BOT p.13

<sup>353</sup> FY 2012-2013 Annual Report

## Analysis and Evaluation

The College maintains sufficient cash reserves in the event there is a reduction in local appropriations. The College has never encountered a financial emergency since its inception in 1977, 40 years ago. GCC is also a semi-autonomous entity under the local government of Guam.<sup>354</sup>

Cash flow and bank accounts are monitored on a daily basis. A daily cash flow report is kept in the Business Office. Each request of funds must go through the proper procurement process.

### Standard III.D.10

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

### Evidence of Meeting the Standard

The College institutes cost cutting measures, such as hiring freeze, reduction of allocated budgets, and spending cuts for non-instructional expenses. The GCC management team meets weekly to discuss the academic and financial operations of the College.

Once a month the Board of Trustees, along with the president, discuss the finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.<sup>355</sup>

The VP for Finance and Administration and the president ensure that budget planning is tied to the mission, goals and ISMP of the College. The budget supports departmental needs, which in turn allows the departments to run programs and services to support our students. Institutional plans are clearly linked from the departmental to the institutional level with short and long range budget projections through assessment process. The five-year strategic resource plan can be found in the College's website under Public Reports. Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds, including the annual budget and its fiscal commitments.<sup>356</sup>

## Analysis and Evaluation

GCC's entire fiscal year budget is approved by the Board of Trustees. Local appropriations are allocated by the Legislature and the Governor of Guam. Non-appropriated funds and federal grants are maintained in the Business Office. Annual budgetary reports and previously approved budget requests are published on the College's website under public

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<sup>354</sup> Board Policy 200-Fiduciary Responsibility

<sup>355</sup> Board of Trustees Meeting Minutes

<sup>356</sup> GCC Strategic Resource Plan 2017-2021 p.1

reports, budget requests. Allocations of financial resources can also be viewed in the Financial Information section of the web site.<sup>357</sup>

A clear depiction of financial and admission goals is displayed in GCC's TracDat website, providing evidence for the maintenance and assurance of the College's financial integrity in meeting the needs of students and the community workforce. As the College receives additional grant funding, internal controls exist to ensure employees effectively monitor expenditure of these federal and local grant funds.

The risk of financial instability is minimal because the management is actively involved in the day to day operations of the College. GCC achieved a milestone by qualifying as a low-risk auditee for the sixteenth consecutive fiscal year. Furthermore, the College continually review policies and procedures to address financial issues unforeseen circumstances, such as theft of, damage to, and the destruction of assets.<sup>358</sup>

The institution has sufficient cash flow revenues to maintain stability. Revenue from student tuition and fees and auxiliary operations is held in a non-appropriated fund. College budgetary needs that are not met by the Government of Guam allocation are prioritized and funded by a non-appropriated funds account following the budget procedures. There has been no request to increase tuition and student fees since fall 2011, as the current budgets are adequate to meet the needs of the College. Budget requests start in November and after going through the budget process, they are submitted to the Bureau of Budget Management and Research (BBMR) and the Legislature in February.<sup>359</sup>

## **Liabilities**

### **Standard III.D.11**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

### **Evidence of Meeting the Standard**

The GCC management team holds weekly meetings to discuss the financial position of the College. The College continually tracks the economic situation and condition of the local and federal governments, and makes the necessary adjustments to the annual budget to ensure that the College is spending within its budget. The president has been very aggressive in meeting with the federal constituents to seek additional funding resources to help alleviate

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<sup>357</sup> Annual Budget Requests

<sup>358</sup> FY 2016 Financial Highlights

<sup>359</sup> FY2019 GovGuam and NAF Budget Preparation Guidelines

any shortfall from the local government. Also, the College is very conservative with regard to its spending to ensure that payments of its long term debt and obligations are met. Spending is limited to instructional needs, contractual services, personnel costs, and utility costs. Other operational costs are reviewed and approved prior to spending.

The College maintains its financial accountability and solvency. The table below shows the liquidity of the College.<sup>360</sup>

#### **Liquidity of Guam Community College**

A	B	C	D	E	F = B/E
Fiscal Year	Cash and Cash Equivalents	Total Current Liabilities	Unearned Revenue	Net Current Liabilities	Ratio of Cash to Net Current Liabilities
2012	\$3,588,384	\$5,903,158	\$1,997,753	\$3,905,405	0.92
2013	\$4,675,109	\$4,476,387	\$2,080,272	\$2,396,115	1.95
2014	\$6,276,500	\$5,352,526	\$1,947,357	\$3,405,169	1.84
2015	\$5,241,797	\$4,809,512	\$2,028,286	\$2,781,226	1.88
2016	\$8,530,408	\$3,948,317	\$1,959,417	\$1,988,900	4.29
2017 Unaudited	\$13,243,24	\$4,086,159	\$1,841,360	\$2,244,799	5.90

Unearned revenue is excluded from our total current liability data because this is revenue to be earned in the future.

#### **Analysis and Evaluation**

The College continues to implement conservation measures by reducing and making sure that budget is spent wisely to obtain maximum benefits. Financial resources are closely monitored by management and the BOT to ensure that short and long term obligations are fully covered.

The effectiveness of the College's resource allocation is reviewed and evaluated by the management and Board of Trustees to make sure resources are being allocated in a transparent and cost-effective manner. Evaluation and review relate to each unit's progress in achieving the institution's mission and goals. Program review and unit assessment are utilized in evaluating the effectiveness of the College's resource allocation process.

The program review and institutional assessment processes serve as the foundation upon which units develop a platform to advocate for their needs in achieving educational

<sup>360</sup> Financial Audit Report FY12 p.15; Financial Audit Report FY13 p.16; Financial Audit Report FY14 p.15; Financial Audit Report FY15 p.15, Financial Audit Report FY16 p.14

excellence. These processes also provide data-driven information for college-wide decision-making and resource allocation. The College manages and allocates its financial resources to provide better services to its students and to sustain the operational needs of the College.

### **Standard III.D.12**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

### **Evidence of Meeting the Standard**

Based on GASB, starting October 1, 2017, the College will be liable for OPEB to employees after they retire, in accordance with GASB 75.

The College does maintain liabilities on its financial statements for accruals of annual and sick leave for active employees. The College has a policy that limits accrual of unused leave up to 320 hours. A maximum of 100 hours can be transferred to sick leave for any hours in excess of 320 hours. The remainder is forfeit. Employees are encouraged to use any excess annual leave hours prior to end of the fiscal year or the hours will be lost.<sup>361</sup>

Any health and dental insurance related benefits are paid for only active employees. The College participates in the Government of Guam Defined Benefit Plan (DB Plan), a cost-sharing defined benefit pension plan administered by the Government of Guam Retirement Fund (GGRF). The DB Plan provides retirement, disability, and survivor benefits to plan members who enrolled in the plan prior to October 1, 1995. Employees employed after October 1, 1995 are required to participate in the Defined Contribution Retirement System (DCRS). Contributions into the DCRS plan by members are based on an automatic deduction of 5% of the member's regular base pay.<sup>362</sup> In addition to DB and DCRS plans, GCC will have additional retirement plans of DB1.75 and GRSP starting January 1, 2018.

All retirement payments are made directly through the GovGuam Retirement Fund. Also, the DB plan offers postretirement healthcare benefits to retirees who are members of the GGRF.

### **Analysis and Evaluation**

The College consistently pays the contribution to both DB and DCRS plan. The College has the financial resources to meet its liabilities and future obligations. As of the reporting date, the OPEB amount is still being determined and will be recorded accordingly.

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<sup>361</sup> FY 2016 Financial Statement Audit Report p.14

<sup>362</sup> FY 2016 Financial Statement Audit Report pp. 29-35

**Standard III.D.13**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

**Evidence of Meeting the Standard**

The College has no locally incurred debt instruments that can affect the financial condition of the Institution. Guam Community College has one long-term debt to the U.S. Department of Agriculture incurred for the construction of the Foundation Building. Term payments are disclosed in the Financial Statement.<sup>363</sup> Annual debt payments are budgeted for during the budget process.

**Analysis and Evaluation**

GCC consistently makes monthly payments and funds are automatically deducted from GCC's General Fund bank account. GCC has not defaulted on the loan. The College has pledged all gross revenues to repay the above long term debt to U.S. Department of Agriculture. The College has a clear and detailed plan to meet its long-term obligation.

**Standard III.D.14**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

**Evidence of Meeting the Standard**

The GCC Foundation is a private organization established in August 1982 for the purpose of raising funds for student scholarships and College programs. Since the GCC Foundation is legally considered a non-profit private corporation and a component of the College, its financial statements and investment activities are subject to an annual audit by an independent auditor. For the year ending September 30, 2016, the auditing firm conducted an audit on the Foundation for compliance with the type of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement on the Foundations federal programs. Based on the audit report submitted to the Foundation's Board of Governors, the Foundation complied in all material respects, with the compliance requirements Described in OMB Circular A-133 regarding federal programs.<sup>364</sup>

It also provides funding for College activities to include capital projects. The non-profit, public benefit corporation operates under a separate Board of Governors and fosters community relationships and partnerships and accepts donations from businesses and individuals on behalf of the College. The Foundation provides financial support for the

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<sup>363</sup> FY 2016 Financial Statement Audit Report p.36

<sup>364</sup> Guam Community College Foundation 2016 Audit Report

objectives, purposes and programs of the College. Although the College does not control the timing, purpose, or amount of receipts from the Foundation, the resources and income thereof held and invested by the Foundation are restricted to the activities of the College.<sup>365</sup>

GCC provides the following auxiliary services such the Bookstore, the Cafe and the Basto Catering Services (BCS) dining facility. These auxiliary services service to provide needed student services.

In addition to direct federal grants, GCC also receives federal subgrants, local grants and private company grants. Plans for major capital projects follow the physical master plan and appropriate funding is obtained, to include long term loans and non-appropriated fund balance allocations.

### **Analysis and Evaluation**

The GCC Foundation Board of Governors has oversight over all revenues generated from fundraising activities and donations and approval authority over how foundation monies are allocated and utilized for the benefit of the College. This oversight includes the assurance, through internal control maintenance, that financial resources are being utilized in a manner that is consistent with the mission and goals of the College.

All financial resources pass through the College internal control processes that have been setup. This has allowed the College to maintain its no finding and no questioned cost audits for the last 16 years.

### **Standard III.D.15**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

### **Evidence of Meeting the Standard**

Guam Community College does not offer federal student loans under the federal aid program. The College is subject to Single Audit compliance requirement in accordance with the Office of Management Bureau (OMB) 133 for grants awarded to the College.

### **Analysis and Evaluation**

The College employs federal program administrators to ensure that the objectives and goals are properly administered and monitored as stated in the grant award agreement. As evident from the Independent Auditor's Report on Compliance and on Internal Control, GCC has maintained its low risk auditee status for 16 consecutive years.<sup>366</sup>

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<sup>365</sup> Guam Community College Foundation 2016 Audit Report

<sup>366</sup> FY 2016 Independent Auditor's Reports on Compliance and on Internal Control

## Contractual Agreements

### Standard III.D.16

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

### Evidence of Meeting the Standard

The College has a variety of contractual agreements ranging from purchase orders, construction contracts, educational consultant contracts, service contracts, and lease purchase agreements. GCC follows the GovGuam procurement rules and regulations. GCC's Materials Management Office (MMO) procures all goods and services for the College. The MMO reviews and processes requisitions into a purchase order, contract, or travel authorization to ensure that the procurement rules and regulations are followed. The MMO is also responsible for preparing documents in order to issue Invitation for Bids (IFB), Request for Proposals (RFP) and Request for Information (RFI) to procure goods and services for the College.

The president and the VP for Finance and Administration review all contractual agreements to ensure that the language in the contract is in line with established procurement laws and regulations and consistent with the mission and goals of the institution. When necessary, legal counsel may be asked to review some contracts to ensure that all the clauses are adequate and complies with all legal requirements. Legal counsel has compiled and reviewed standard contract terms that the College uses. Included in all contractual agreements are sections covering termination of the agreement as well as the appeal process for disputes. The termination section covers situations where the contractor fails to perform in whole or in part any of its obligations. The dispute section covers the appeal process where the contractor can present merits for the reconsideration of the College's decision to terminate the contractual agreement.

Board Policy 232 establishes the President's authority for approving and signing contracts not exceeding the maximum amount of \$250,000. Pursuant to the policy, any contractual agreement exceeding \$250,000 requires Board approval. The manager/department head initiating the contractual agreement is responsible for overseeing the contract to ensure that the contractor completes the work stipulated in the contract.<sup>367</sup>

A sample of a contract not exceeding the maximum amount of \$250,000 is the Agreement between GCC and Basto Catering Service (BCS).<sup>368</sup> Other contracts exceeding \$250,000 include the contract for the construction of building 100.

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<sup>367</sup> Board Policy 232-Contractual Agreements

<sup>368</sup> Contract of GCC with BCS Cafe

## Analysis and Evaluation

The MMO has Standard Operating Procedures for procurement of goods and services and follows the Government of Guam Procurement rules and regulations. There are standard contracts for different types and each contract must be tailored to the specific needs of the service or goods being provided.

Once contracts over \$250,000 have been processed through the MMO and the VP for Finance and Administration, the President's review concludes the contract approval process.<sup>369</sup>

The Attorney General's Office must approve construction projects that cost \$500,000 and over. Prior to the bid award, the contract must be reviewed and approved by the Attorney General's Office or an assigned special attorney. Upon review and approval, the bid award is issued to the selected contractor.

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<sup>369</sup> Board Policy 228-Procurement

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### **Standard IV.A Decision-Making Roles and Processes**

#### **Standard IV.A.1**

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

#### **Evidence of Meeting the Standard**

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

College goals and core values are articulated through the 2014-2020 Institutional Strategic Master Plan (ISMP), institutional excellence is advocated through the mission statement, and improvement at all levels is supported through the participatory governance structure. The 2014-2020 ISMP is available to all constituents on the GCC public website.<sup>370</sup>

The Board of Trustees (BOT), president and other institutional leaders identified through Policy 140 encourage innovation and institutional excellence and together with the College Governing Council (CGC), Council of Postsecondary Student Affairs (COPSA), faculty and staff senate representatives, and institutional committees make up the college participatory governance process.<sup>371</sup>

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<sup>370</sup> 2014-2020 ISMP

<sup>371</sup> Board Policy 140-Organizational Chart

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

The Office of the President encourages innovation of student-focused success, through the President's Innovative Ideas Program (PIIP). This program supports ISMP Goal One: *Retention and Completion* by encouraging college personnel to develop strategies that address developmental education and skills gaps, completion challenges, and develop pathways to improve college readiness, and increase completion and success rates of students with developmental education issues.<sup>372</sup>

Additionally, the Office of the Vice President for Academic Affairs (VPAA) developed the Small Assessment Grant Award (SAGA), which supports ISMP Goals Two: *Conducive Learning Environment*, Goal Three: *Improvement and Accountability*, and Goal Four: *Visibility and Engagement*. The SAGA award provides funding support for departments and faculty to develop and improve course assessment, enhance student-learning outcomes, and serves as an incentive to those willing to engage in small research projects.<sup>373</sup> Examples of SAGA awards include the Dual Enrollment Accelerated Learning Program (DEAL) and the Dual Credit Articulated Program of Study (DCAPS) for secondary students. The DEAL program agreement with public and private schools on Guam, allows eligible high school juniors and seniors to simultaneously earn college credit for math and English courses and the DCAPS program allows students completing GCC trades and technical courses in the public high schools to earn college credit. College credits awarded range from six to 15 credits across various Career and Technical Education (CTE) programs, thus streamlining the post-secondary process and decreasing college completion time.<sup>374</sup> The development of these programs supports the College's 2014-2020 ISMP goals of *strengthening and improving student success and course improvement through visibility and engagement*.<sup>375</sup> Since the inception of DCAPS, there has been a steady increase of high school graduates enrolling in College courses, and this information is disseminated to stakeholders through SAGA reports and fact books.<sup>376</sup>

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

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<sup>372</sup> President's Innovative Ideas Program

<sup>373</sup> Small Assessment Grant Award

<sup>374</sup> AVP Saga Volume 5, 2013, p.5

<sup>375</sup> 2014-2020 ISMP

<sup>376</sup> Fact book, Volume 11, p. 22

Institutional performance and updates are provided biannually to students during the president's town hall meetings, "Meet the President." These events are electronically promoted to students on the MYGCC announcement tab, and in COPSAs calendars and flyers. This forum allows for student's participation in college improvement processes and provides students with the opportunity to express ideas for institutional improvement.

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

College assessment follows a two-year cycle of program evaluation and review that is supported through Policy 306<sup>377</sup>. Departmental assessment plans include specific goals, data, artifacts, and outcomes that are uploaded to TracDat and are accessible to the departments being assessed and the Office of Assessment, Institutional Effectiveness and Research (AIER) stores hard copies of all assessment reports. All College departments, whether academic or administrative, are tasked with their own assessment and ideas for improvement are outlined in assessment plans. Each employee of the College contributes to the departmental assessment plan as each position is attached to a course, program, or unit that is assessed.

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

### **Analysis and Evaluation**

The president and VPAA have been leaders in providing opportunities and incentives for institutional improvement at the College. Several mechanisms are in place for stakeholders to bring forward ideas for institutional improvement. There are various programs in place that endeavor to provide effective leadership throughout the campus. Over the past several years, a "Transformation" initiative has led to a more collaborative atmosphere between the administration, students, faculty, and staff, leading to institutional improvement.

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<sup>377</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees

## Standard IV.A.2

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### Evidence of Meeting the Standard

Since the ACCJC visit in 2012, the College continues to develop, and improve the participatory governance structure to ensure that all levels of decision-making are captured and provide the mechanism for which all constituents can bring forward ideas for institutional improvement. The Participatory Governance Structure Handbook was developed through research and collaboration with various stakeholders at the College and provides the participatory governance history, structure, and roles of each group in the decision-making process.<sup>378</sup> Administrative leadership at the College consists of the Board of Trustees (BOT), the president, vice president for academic affairs/accreditation liaison officer (VPAA/ALO), vice president of Finance and Administration, and officers of the College. Faculty and staff are represented through respective senates, the Council on Postsecondary Student Affairs (COPSA) represents student's governance, and the College Governing Council (CGC) represents a combination of participants from all sectors.

The establishment of participatory governance has been successful and has “brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution.”<sup>379</sup> In order to meet institutional needs that impact student learning and to ensure conformity with accreditation standards changes in the participatory governance structure occurred following the implementation of the Agreement. Faculty participation in institutional committees is now voluntary with committee selection prior to the start of the academic year. Institutional committees hold open meetings and fall under the oversight of the vice president for Academic Affairs/Accreditation Liaison Officer (VPAA/ALO).

As of fall 2017 the committees under VPAA oversight include:

1. The College Governing Council (CGC), which addresses college wide governance concerns and consists of voting administrators, students, faculty, and staff representatives who collectively make governance-related recommendations to the College president.
2. The Council of Postsecondary Student Affairs (COPSA) is the official student representative body for student governance, and guides student organizations,

<sup>378</sup> 2017-2018 Participatory Governance Structure Handbook

<sup>379</sup> AY 2014-2015 Participatory Governance Structure Handbook, p. 5

- collaborates in the formulation of policies and procedures that affect students, and serves as the voice to address student concerns.<sup>380</sup>
3. The Faculty Senate is the official faculty representative body and effective fall 2017 the faculty senate president attends weekly meetings of the Academic Affairs Division (AAD) management team in order to report on faculty related issues and participate in faculty-related discussions.
  4. The Staff Senate is the official staff representative body.
  5. The Institutional committees include: Accreditation Steering Committees, the Committee on College Assessment (CCA), and the Curriculum Review Committee (CRC).
  6. Effective fall 2017 faculty committees under the oversight of the Faculty Senate include the Calendar, Negotiation, Advancement-in-rank, Professional Development Review (PDRC) and Resources, Planning and Facilities (RPF) committees.<sup>381</sup>

Prior to the current Agreement, committees under the faculty senate included Learning Outcomes, General Education, Promotion, Professional Development Review, Promotions, and the Council of Department Chairs.<sup>382</sup>

College policies encourage student participation in the governing process:

- Board Policy 500-Student Handbook Policies<sup>383</sup>
- Board Policy 505-Student Co-Curricular Activities<sup>384</sup>

Handbooks and agreements specify responsibilities:

- Participatory Governance Structure Handbook, 2017-2018<sup>385</sup>
- Student Handbook 2017-2018<sup>386</sup>
- Guam Community College Board of Trustees & Faculty Agreement 2017-2023<sup>387</sup>

The governance groups create avenues for dialogue on college issues and ensure that administrators, students, faculty, and staff communicate and collaborate to provide the highest quality student-centered education. All groups have roles in the decision-making process and the Participatory Governance Structure Handbook describes these roles. The participatory governance structure is presented in an organizational chart in the handbook.<sup>388</sup> Participatory governance committees are required to complete meeting minutes and submit year-end reports to the VPAA/ALO.<sup>389</sup> The year-end report includes committee discussion of goals, challenges encountered, successes achieved, and an assessment of the effectiveness of the committee in meeting its goals set for the academic year.<sup>390</sup> Prior to fall 2017, in an effort to ensure committee accountability and faculty participation, committee chairpersons authenticated faculty participation by completing the Faculty Accountability Report for

<sup>380</sup> Council of Postsecondary Student Affairs

<sup>381</sup> Agreement, page 22

<sup>382</sup> AY 2014-2015 Participatory Governance Structure Handbook, p. 6

<sup>383</sup> Board Policy 500-Student Handbook Policies

<sup>384</sup> Board Policy 505-Student Co-Curricular Activities

<sup>385</sup> Participatory Governance Structure Handbook

<sup>386</sup> Student Handbook 2017-2018

<sup>387</sup> Guam Community College Board of Trustees & Faculty Agreement 2017-2023

<sup>388</sup> Participatory Governance Structure Handbook, p. 7

<sup>389</sup> Governance Report Templates-Year-End Report, Meeting Minutes, and Meeting Agenda, Comprehensive Evidence Inventory

<sup>390</sup> Faculty Accountability Report for Committee Work

Committee Work. The current requirement includes member deliverables detailed in the Committee Interest Form.

Postsecondary and adult high school students are represented by COPSA, which appoints students to institutional committees and serves as a voice to address student governance. The CGC has the COPSA president as the student representative. The student trustee serves on the BOT to ensure the students' voice in the governance process. The GCC Student Handbook provides students with names of officers of the College and student leaders serving on COPSA and the BOT.<sup>391</sup> As part of the College's regular practice, the Accreditation Steering Committee has been expanded to include student members, staff, and administrators to assist in completion of the Institutional Self Evaluation Report (ISER).

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

### **Analysis and Evaluation**

College stakeholders collaborate through defined roles as identified in the participatory governance structure handbook (PGSH) in the development of policies, practices, and agreements that align with the mission, goals, and values of the College. The College supports planning processes, which have improved the governance structure since the 2012 ACCJC visit. The PGSH guides the role of all stakeholders in participatory governance and this process has produced a College environment for empowerment, innovation and institutional excellence.

### **Standard IV.A.3**

*Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

### **Evidence of Meeting the Standard**

The College strives for institutional excellence and successful outcomes by encouraging stakeholders to contribute and participate in policy and procedure development. Participatory governance is an essential component of the College's operations. The Agreement, Article I and VII, recognizes and empowers faculty in institutional governance. The broad participation of faculty and administrators in the decision-making processes that support policies, planning, budget, and institutional effectiveness is vital to the College mission and student success.<sup>392</sup>

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<sup>391</sup> AY 2017-2018 Guam Community College Student Handbook, p.6

<sup>392</sup> Board-Faculty Agreement 2017-2023

Local (Union) committees and the College Governing Council (CGC) bring forth recommendations to the president and the BOT for review and approval. These include for example, the 2018 GCC Budget requests,<sup>393</sup> the 2017 capital improvement projects, the adoption of the Comprehensive Professional Development Plan (2016), the 2017-2020 Strategic Resource Plan<sup>394</sup>, the 2014-2020 Institutional Strategic Master Plan (ISMP), and other institutional plans.

The voice and concerns of the faculty, administrators, staff, and students are represented in the many committees of the College to address the different aspects of institutional concerns. For example, the Committee on College Assessment (CCA) “guides and assists campus constituents to fulfill their assessment requirements.”<sup>395</sup> Five faculty committees following formation of the new Agreement will include college administrators, and will exist to address “faculty specific” governance. The roles of each committee are outlined in the Agreement, page 22-25 and include:

1. Calendar committee, creates five-year academic calendar.
2. Resources, Planning, and Facilities committee reviews facilities master plan and recommends capital improvement projects with student learning outcomes as a priority.
3. Negotiations committee will convene in 2021, two years prior to expiration date of the current board/faculty agreement.<sup>396</sup>
4. Advancement-in-rank committee reviews faculty applications for advancement-in-rank that upon approval are forwarded to the president for consideration.
5. Professional Development Review Committee (PDRC) reviews, evaluates, and approves applications and funding for faculty professional development including education, training, workshops, or conferences.

### **Analysis and Evaluation**

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

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<sup>393</sup> 2018 GCC Budget

<sup>394</sup> 2017-2021 Strategic Resource Plan

<sup>395</sup> Participatory Governance Handbook

<sup>396</sup> Agreement

#### Standard IV.A.4

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

#### Evidence of Meeting the Standard

Faculty and administrators share the responsibility for curriculum development, quality, and continuous evaluation and assessment of that curriculum. Curriculum board policies “Series 300” exist to guide the curriculum process. Board Policy 306 delineates a staggered two-year cycle of program, services, and administrative assessment.<sup>397</sup> The College’s two-year assessment cycle schedule is available on the MYGCC website.<sup>398</sup>

The curriculum writing process for secondary, postsecondary, and continuing education (CE) courses underwent restructuring and is reflected in the Agreement. The Curriculum Manual guides and defines the roles and responsibilities of the faculty, department chair, curriculum review committee (CRC), deans, vice president for of Academic Affairs (VPAA), president and registrar in the curriculum process.<sup>399</sup> Faculty and department chairpersons remain authors of mission-centered course and program curriculum documents that guide course revisions and development at the College. Curriculum writing workshops and online tools are provided to ensure faculty understand the process, and the MYGCC announcement portal is used to communicate these events.<sup>400</sup> Since 2012, the Learning Outcomes Committee (LOC) supported by the faculty senate and defined in the 2010-2016 Faculty/BOT agreement has regulated curriculum development. Following the Agreement, the LOC and the General Education (Gen Ed.) Committees were reconstituted as the Curriculum Review Committee (CRC), comprised of faculty, College registrar, deans, program specialists, support staff, and administrators to ensure compliance with ACCJC standards.<sup>401</sup>

The Curriculum Review Committee (CRC) provides online documents, curriculum manual, and instructions for submittal of documents on their committee site on MYGCC. The curriculum writing and reviewing process is completed through an online Acalog system and the CRC reviews curriculum documents prior to submittal to the deans that ensures and regulates, through quality control, an academically sound curriculum that reflects the mission of the College and meets the evolving needs of the community. As defined in the AY 2014-2015 Participatory Governance Structure Handbook on p.10, the online Acalog curriculum approval process ensures the development and revision of academically sound curriculum that reflects the mission of the College.<sup>402</sup>

In addition, the CRC reviews, explores and assesses the effectiveness of general education policies and procedures, making recommendations to the Faculty Senate, department and

<sup>397</sup> Board Policy 306-Comprehensive Assessment Instructional Programs, Student Services, Administrative Units and the Board of Trustees

<sup>398</sup> GCC two-year assessment cycle

<sup>399</sup> Curriculum Manual AY 2017-2018, pp 13-30

<sup>400</sup> Curriculum Writing Workshop

<sup>401</sup> Agreement

<sup>402</sup> AY 2014-2015 Participatory Governance Structure Handbook, p.10

committee chairpersons, and administrators as appropriate. Workshops using the “Acalog” system are provided and training documents are available internally on the College website for curriculum authors.<sup>403</sup> The Curriculum Review Committee meets regularly and annually updates the manual, course, and program curriculum templates. Prior to fall 2017 the now defunct Learning Outcomes Committee (LOC) via MYGCC Announcements asked for stakeholder’s feedback on revising and updating the 2017 curriculum manual.<sup>404</sup> The updated Curriculum Manual was made available to the campus in fall 2017.<sup>405</sup> Additionally, the College ensures appropriate information is disseminated regarding institutional plans, policies, and curricular change via departmental meetings and academic directives by the VPAA.

### **Analysis and Evaluation**

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

### **Standard IV.A.5**

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

### **Evidence of Meeting the Standard**

College stakeholders are committed through the participatory governance structure to maintaining a culture where the Board of Trustees (BOT), students, faculty, administrators, and staff contribute in planning, policy, and decision-making processes at the College. The Council on Postsecondary Student Affairs (COPSA) exists as the student governance body to ensure students’ interests, needs and concerns when necessary, are brought to the attention of the president through the governance process. Student board policies (Series 500) and the 2016-2017 Student Handbook guide students in academic policies, procedures, and decision-making processes at the College.<sup>406</sup> The staff senate as outlined in the participatory governance handbook is the official representative body for full-time permanent staff

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<sup>403</sup> How to attach documents in ACALOG

<sup>404</sup> MYGCC Announcements February 24, 2017

<sup>405</sup> AY2017-2018 Curriculum Manual

<sup>406</sup> 2017-2018 Student Handbook

employees and appoints staff members to institutional committees, and allows the exchange of information between staff and stakeholders at the College.

The 2014-2020 Institutional Strategic Master Plan (ISMP) guides the decision-making process at the College and effective planning provides the tools needed to manage College finances, facilities, and ensures the best quality education is provided to the students. Additionally, strategic planning processes are linked to the facility master plan, budget planning, and information technology strategic master plans.<sup>407</sup>

The College governing board is responsible for establishing policies to assure the quality, effectiveness, and integrity of the decision-making process to achieve College goals, mission, and improve student success. College assemblies, employee convocations, MYGCC announcements, board meetings, annual reports, and student events such as “Meet the President” are avenues used to communicate planning, new college programs, and results in the decision-making process at the College.<sup>408</sup> Additionally the dissemination and sharing of this information through media releases, newsletters, and social media can be found in the public domain of the College website.<sup>409</sup>

### **Analysis and Evaluation**

Policies, procedures, manuals, workshop trainings, and college agendas, guided by the ISMP, exist to direct stakeholders in the decision-making process at the College. The president updates the Board at board meetings, updates students during ‘Meet the President’ events, and addresses faculty and staff during annual convocations and assemblies.<sup>410</sup> Additionally, the president provides quarterly reports to the public auditor and legislative speaker disclosing all funds and administrative plans for the preceding quarter (BOT Annual Fiscal Year Calendar). In addition, the president holds town hall meetings with the students every semester to update them on College developments.

Institutional assessment and curriculum development is ongoing at the College. The message from the president in the 2014-2020 ISMP details an expected 20 percent growth in student population.

The College participatory governance structure encompasses all stakeholders in the expansion, and upgrades to the physical campus for the benefit current and future students.<sup>411</sup>

### **Standard IV.A.6**

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

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<sup>407</sup> 2014-2020 Institutional Strategic Master Plan

<sup>408</sup> Meet the President, Spring 2015

<sup>409</sup> 2017 Annual Report

<sup>410</sup> Chachalani June-August 2017

<sup>411</sup> 2014-2020 ISMP

## Evidence of Meeting the Standard

Participant groups led by the Board of Trustees (BOT) include the president, College Governing Council (CGC), institutional committees, faculty senate (FS), faculty senate committees, staff senate (SS), and the Council on Postsecondary Student Affairs (COPSA) members, as outlined in the AY 2017-2018 Participatory Governance Handbook.<sup>412</sup> Board of Trustees and all institutional committee meetings are open to everyone in the campus community, encouraging clarity and transparency. BOT agendas, attendance and meeting minutes are published on the College's public website, and committee minutes, and accountability reports are published on MyGCC portal site.

The CGC, whose members are appointed by the College president, includes faculty senate, staff senate, COPSA student representatives, faculty union, and administrators who make recommendations to the president. The president reviews the recommendations and makes the final decision to present to the Board of Trustees (BOT). The BOT has the responsibility to ensure the College meets the needs of its stakeholders and to ensure that decision-making processes are communicated through policies, meeting minutes, annual, and public reports. The Participatory Governance Structure Handbook guides College stakeholders in the decision-making process.

Other methods used to communicate leadership, planning, and governance-related decisions, actions, and outcomes, include the 2014-2020 Institutional Strategic Master Plan (ISMP), by-laws, financial reports, resource allocations, committee minutes, "Chachalani" newsletters, employee emails, media releases, social media postings, and MYGCC announcements. Public reports are available to all stakeholders on the MYGCC public website.<sup>413</sup> GCC media releases<sup>414</sup> are used to communicate campus-wide decision-making processes such as campus construction,<sup>415</sup> commencement ceremonies,<sup>416</sup> accreditation of programs, clean audits, and scholarship awards.<sup>417</sup> The Office of Assessment, Institutional Effectiveness, and Research (AIER) is the central repository for all governance reports. The president communicates College updates to students via "Meet the President" events each semester and to all employees during convocations and College assemblies. Additionally, Citizen Centric Reports summarize the year's events, academic highlights, achievements, financial status, and student outcomes at the College, such as increased student enrollment and graduation, and audit reports.<sup>418</sup>

The MYGCC announcements forum is a useful online tool and documents decision-making process to College stakeholders, such as College assembly agendas, assessment deadlines, ACCJC updates, student scholarships, upcoming events, and faculty and staff workshops. For example, the president's contract was due to expire June 2016 and the BOT announced to its constituents, via the MYGCC announcements, that the board had extended the president's

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<sup>412</sup> Participatory governance handbook

<sup>413</sup> Chachalani' newsletters

<sup>414</sup> media releases

<sup>415</sup> campus construction

<sup>416</sup> commencement ceremonies

<sup>417</sup> 16th Consecutive Clean Audit

<sup>418</sup> AY2016Citizen-Centric Reports

contract through June 2019.<sup>419</sup> This is an example of positive and open communication to College constituents prior to media releases.

### **Analysis and Evaluation**

GCC is not only a leader in workforce development but a leader in effective communication techniques. Information and decisions are extensively communicated to internal and external stakeholders. Examples of topics communicated by the president during “Meet the President” events are news of campus upgrades, scholarships, and impending program additions. MyGCC announcements, media releases, citizen centric reports, and Chachalani newsletters communicate campus wide events and are available for all internal and external users of the College website.<sup>420</sup>

### **Standard IV.A.7**

*The leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

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

Through the established assessment infrastructure of the College and directed by Policy 306, the systematic cycle of assessment and evaluation continues to provide the mechanism for regular documentation, reflection, and implementation of improvements based on actionable data and recommendations resulting from the assessment of student learning outcomes.<sup>421</sup> This data is evaluated and reported in the Annual Institutional Assessment Report (AIAR).<sup>422</sup> Evidence of the assessment history at the College since 2003 is in the TracDat assessment management system through the system’s reporting capabilities.

As guided by Policy 306, there is a staggered two-year schedule of programs, services, and administrative units assessment at the College where stakeholders initiate the two-year

<sup>419</sup> MYGCC Announcements May 8, 2015

<sup>420</sup> BOT meeting February, 2017

<sup>421</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and BOT

<sup>422</sup> 16th Annual Institutional Assessment Report (AIAR)

assessment cycle by developing assessment plans that include student learning outcomes or administrative unit outcomes detailing what a student should know and be able to do upon completion of a course, program, student service, or other related activities. Included with the development of an assessment plan is the thoughtful selection of assessment methods and targeted performance measures along with a tie-in to the planning, resource allocation, and strategic initiatives of the College. The next step in the assessment cycle is the data collection period in which the assessment methods and instruments begin to collect the specific information needed to demonstrate mastery of the student learning outcomes or administrative unit outcomes. Thereafter, the data is analyzed and evaluated to determine if the target performance is achieved, and a discussion of the results with action items for the assessment unit to implement improvements.

As detailed in the Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees document, the plan provides guidance to assessment and evaluation processes for the express purpose of marking accomplishments and informing institutional planning.<sup>423</sup> The College recently adopted a program review model that integrates assessment results with planning and budgeting.

A wide array of evidence of the effectiveness of leadership and governance at the College exists, including: the direct evidence of assessment found within the TracDat assessment management system; the institution-level assessment studies of the president and the Board of Trustees found in the President's Performance Appraisal Survey Reports and the Board of Trustees' Assessment Reports based on studies conducted by the Office of Assessment, Institutional Effectiveness and Research (AIER); and, the minutes of various stakeholder sessions such as the Meet the President sessions with students. Results and final reports are available on the public website.<sup>424</sup>

Prior to fall 2017, committee goals and faculty performance were assessed through meeting minutes, Year End Reports, and Faculty Accountability for Committee Work documents. Committee chairpersons would report to the Faculty Senate on faculty attendance, participation, and progress in meeting committee goals. Additionally, beginning in spring 2014, governance committees were required to submit an annual Governance Year End Report to the vice president for Academic Affairs. These reports were designed to collect the critical information and data needed to support institutional improvements and to document the progress made in implementing these improvements. Committee chairpersons were responsible to assess the effectiveness of the committee in achieving the goals set for the academic year. Since spring 2014, committees have submitted these self-assessments and evaluations at the end of each academic year. The data and information contained in these reports are used as talking points for the next academic year and an analysis is included in the Survey on Governance Processes and Practices at Guam Community College Report, prepared by the Office of Assessment, Institutional Effectiveness and Research.<sup>425</sup>

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<sup>423</sup> Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees

<sup>424</sup> 2015 President's Performance Appraisal Report

<sup>425</sup> Faculty Senate Year End Report and Evidence Memo

Administrators, faculty, and staff undergo rigorous individual performance evaluations and these results are kept on file in the HR department. One of the methods of assessing faculty teaching effectiveness is with the IDEA Student Ratings of Instruction Survey instrument administered by the Office of Assessment, Institutional Effectiveness and Research each fall semester of an academic year or as resources allow.<sup>426</sup> These results are used during administrator and faculty evaluations as evidence of performance. The College has adopted a program review model that integrates assessment results with planning and budgeting. Most importantly, evaluation reports of the governance structures are published and made available in MyGCC.

### **Analysis and Evaluation**

Evaluation of the leadership and governance processes on campus is integrated in the College's institution-wide assessment initiative and is evidenced in the various institutional documentation found throughout the College's website and housed in the designated institutional repository at the Office of Assessment, Institutional Effectiveness and Research (AIER). These reports such as annual reports, fact books, and annual institutional assessment reports (AIAR) serve as evidence to the public and the College community that the leadership of the College is committed to assessing its performance and implementing improvements based on the data and feedback presented.<sup>427</sup> Leadership effectiveness is assessed through the feedback received by campus stakeholders who have had direct contact or observation of governance processes and practices.

## **Standard IV.B. Chief Executive Officer**

### **Standard IV.B.1**

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

### **Evidence of Meeting the Standard**

The president pursuant to Public Law 14-77, Chapter 31, Section 3110, is selected by, and reports to the Board of Trustees (BOT) and as the Chief Executive Officer (CEO) has the primary responsibility for the administrative and business affairs of the College.<sup>428</sup> The president is delegated through Policy 455, to oversee the administration and implementation of institutional policies and BOT executive directives for the quality of the institution.<sup>429</sup> Additionally through Policy 115, the president is authorized to initiate policy recommendations, administer educational programs, conduct College business, and

<sup>426</sup> IDEA Student Ratings of Instruction Survey Report, fall 2016

<sup>427</sup> 16th Annual Institutional Assessment Report AY2016-2017

<sup>428</sup> Public law 14-77 Chapter 31 3110, p.7

<sup>429</sup> Board Policy 455-Selection of the President

implement Board decisions.<sup>430</sup> The president of GCC is an extremely visible and competent leader and her effectiveness is assessed by the BOT through a performance review, BOT minutes, and various institutional reports. These reports capture activities performed by the president and the institution that address the criteria identified in the 2014-2020 Institutional Strategic Master Plan (ISMP).<sup>431</sup>

The president guides the comprehensive strategic planning process involving the College community in setting goals and priorities for the institution linked to data-driven evidence directly provided through the assessment, institutional effectiveness, and research (AIER) office. This organized and integrated planning process is supported by AIER.

The president is responsible for the financial and overall management of local and federal resources to ensure that all funds are managed with the highest level of accountability. This includes accountability of financial resources in accordance with federal requirements as directed by BOT Policy 200.<sup>432</sup> Since the beginning of her tenure, the president's strong background in accounting has served as an advantage in GCC's active pursuit of local and federal funding sources to meet the College's needs, including various federal grants to allow for the much needed construction and refurbishment of the college campus environment vital to student learning and success. This is evident in the awarding of millions in dollars of federal grants and contracts from the United States Department of the Interior (USDO), United States Department of Education (USDOE), Federal Emergency Management Agency (FEMA), and low interest loans from the United States Department of Agriculture (USDA), Citizen Centric Report 2016<sup>433</sup>, FY 2017 and 2016 Budget Requests.<sup>434</sup>

The president's duty is to uphold and safeguard the quality of the institution for student centered success by selecting personnel who meet professional, educational, industry, and administrative standards.<sup>435</sup> Additionally, in alignment with the Comprehensive Professional Development Plan of 2016, and Board Policy 400, the president supports and ensures the availability of funding for the administration of the Professional Development Review Committee (PDRC) activities for employee professional development and personnel training.<sup>436</sup> In addition, the president has integrated professional development training sessions for employees as part of the agenda during annual college assemblies.<sup>437</sup>

The president emphasizes the importance of linking a comprehensive assessment process that continuously assesses the quality of the college's educational programs, student support services, and administrative services. The implementation of GCC's Data Driven Dedicated Planning (3DP) process directly ties in assessment to planning, decision-making, human resources needs, and financial resources for the college influencing and supporting the college effectiveness, values, and goals.<sup>438</sup>

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<sup>430</sup> Board Policy 115-Code of Trustee Ethics and Conduct

<sup>431</sup> 2014-2020 Institutional Strategic Master Plan

<sup>432</sup> Board Policy 200-Fiduciary Responsibility

<sup>433</sup> Citizen-Centric Report 2016

<sup>434</sup> FY2016 Budget Request p. 56

<sup>435</sup> GCC Personnel Rules & Regulations-Classified Service Employees

<sup>436</sup> Administrative Directive 2013-03, Professional Development

<sup>437</sup> Fall 2017 College Assembly Agenda

<sup>438</sup> 2014-2020 GCC Assessment Handbook, pg. 7

The president uses various avenues to communicate college effectiveness to the community, students, staff, faculty, and administrators. The president conducts a two-day “Meet the President” event with students every semester to communicate the college’s goals, discuss the College’s sustainability, campus improvements, and other significant activities to improve GCC’s institutional effectiveness, and other current issues.<sup>439</sup> Following her presentation, the president welcomes the students to ask questions or raise issues that concern them. The steady increase in numbers attending these events verifies this has become a popular avenue for students to communicate directly with the president.<sup>440</sup>

The president communicates institutional values, goals, and college updates to staff, faculty, and administrators at yearly convocations and college assemblies. At these assemblies, the president discusses college enrollment, provides financial updates, planning, and campus developments, and provides various training sessions for employees’ professional development. In addition, the president communicates through and participates in the governance process as set forth under the Participatory Governance Structure.<sup>441</sup>

The president communicates to external stakeholders via statements titled ‘President’s Message’ in various college documents such as the introduction in the 2014-2020 Institutional Strategic Master Plan (ISMP), Annual Reports, and college catalogs.<sup>442</sup> These avenues allow the president to communicate the achievement of ISMP goals and college successes. Examples from the president’s message included in the 2015-2016 Annual report include largest graduating class in the college history.<sup>443</sup> The president’s letter in the 2014-15 Annual report announced increased student enrollment and completion, new college programs, and new campus facilities.<sup>444</sup> The annual report serves as an excellent reference for College accountability statistics.<sup>445</sup>

Additionally the president participates in, serves in, and networks in numerous public, national, and civic organizations in various capacities including executive positions. These are some of the organization:

- Guam Women's Chamber of Commerce (GWCC);<sup>446</sup>
- American Association of Community Colleges (AACC);<sup>447</sup>
- Asian Pacific Association for Fiduciary Studies (APAFS);
- Association of Community College Trustees (ACCT);
- Chair of Pacific Postsecondary Education Council (PPEC);<sup>448</sup>
- Board chairperson for Pacific Islands branch of the non-profit organization WestCare;
- The Guam Contractors Association (GCA) Trades and Academy;
- The Pacific Resources for Education and Learning (PREL);

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<sup>439</sup> Meet the President, Fall 2014

<sup>440</sup> September 2016 Chachalani, p.3

<sup>441</sup> Participatory Governance Structure Handbook

<sup>442</sup> 2017 College e-catalog

<sup>443</sup> AY 2015-16 Annual Report p.8

<sup>444</sup> AY2014-2015 Annual Report p.4

<sup>445</sup> AY2016-2017 Annual Report

<sup>446</sup> GWCC

<sup>447</sup> AACC

<sup>448</sup> PPEC

- The American Association of University Women (AAUW);
- President Obama's Advisory Commission on Asian Americans and Pacific Islanders (AAPI) until February 2017.<sup>449</sup>

The Foundation Board of Governors and BOT meetings are other avenues the president uses to communicate the college's financial status, capital improvement projects, and other activities that pertain to institutional performance. These meeting minutes are available to all stakeholders on GCC's public website and board meetings are open to members of the public, to ensure government transparency.

### **Analysis and Evaluation**

The president of the college is an effective, competent, and compelling leader who directs the college in planning, organizing, budgeting, selecting personnel and assesses institutional effectiveness. The college, led by Dr. Okada and supported through federal funding, has seen tremendous growth of newly constructed and renovated buildings that supports the 2014-2020 ISMP and the college mission to be a leader in career and technical workforce development.<sup>450</sup> Increasing student numbers have supported the need to update facilities and create technology savvy learning environments for students, and better working environments for staff and faculty. The president encourages staff, faculty, and administrators to continue to perform to the best of their ability, even with the budget challenges facing the College. Public documents available on the college's public website allow the president to update constituents on developments at GCC. The "Message from the President" in various public reports communicates the college's commitment to prepare students for the workforce locally and internationally through high quality education.<sup>451</sup>

### **Standard IV.B.2**

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### **Evidence of Meeting the Standard**

The powers of the president entrusted to her by the Board of Trustees Policy 400<sup>452</sup> and Public Law 14-77, ensure that the College is adequately staffed with qualified employees to competently implement the mission and College goals for student success.<sup>453</sup> The president's management team meets weekly and addresses relevant issues that impact the operations of the College. At these meetings, managers make reports from the academic affairs, finance, and administration divisions and the various offices under the divisions.<sup>454</sup> The president

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<sup>449</sup> President's Bio 2015

<sup>450</sup> Mission Statement

<sup>451</sup> 2014-2020 ISMP p. 3

<sup>452</sup> Board Policy 400-Professional Development

<sup>453</sup> Public Law 14-77

<sup>454</sup> 2013 President Management meeting minutes

delegates and relies on the administrators to assist, guide, and plan throughout the decision-making processes. The management structure is stable and has had no significant changes in the past six years. Policy 115, ensures regular evaluation is aligned in the best interest of the educational needs of Guam delegating authority to the president and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.<sup>455</sup>

The president ensures that the organizational structure is updated as needed. The organizational chart is updated as changes are made. It was amended in 2017 and July 2014, to include Academic Technology under the Finance and Administration Division, and a new School of Career and College Success (CCS).<sup>456</sup> The CCS was created within the Academic Affairs Division and in fall 2015, an administrator was appointed to CCS.<sup>457</sup> In spring 2016, the President approved the transfer of all developmental courses and faculty in English and math to CCS.<sup>458</sup> Additionally, in July 2013 participatory governance discussions took place regarding the organization/realignment of work experience programs, student health center, and learning resources center.<sup>459</sup>

The Academic Affairs Division houses the following:

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

The Finance and Administration Division includes:

- Business Office
- Financial Aid
- Materials Management (Procurement)
- Administrative Support Services
- Human Resources
- Management Information Systems (MIS)
- Environmental Health and Safety
- Academic Technology

The Office of the President consists of:

- Development and Alumni Relations
- Communications and Promotions
- Planning and Development (which oversees Facilities)
- Peace Officer Standards and Training Commission

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<sup>455</sup> Board Policy 115-Code of Trustee Ethics and Conduct

<sup>456</sup> Board Policy 140-Organizational Chart of Guam Community College

<sup>457</sup> Memo on School of Career and College Success

<sup>458</sup> CCS Courses and Faculty

<sup>459</sup> Reorganization/Realignment

## Analysis and Evaluation

The president ensures the College's administrative structure is organized and staffed in accordance with the institution's mission statement and purpose. Delegation of authority to administrators and staff is consistent with their work experience, expertise, and job responsibilities to fit their area of responsibility. All job announcements to fill positions are signed off by the president after budgets are identified. Academic administrators complete a 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) Tool and meet with their evaluators to discuss their goals at the beginning of the calendar year.<sup>460</sup> Academic administrators are evaluated on: managing operations, managing finance and people, managing information, and transformational leadership. A midterm review is conducted in June or July, and final reviews occur in December. Annual evaluations of all administrators are reviewed by the president and administrators working directly under the president have clearly defined job descriptions. Job descriptions are updated by the president and her management team, and are approved by the BOT every two to five years, depending on the changing needs of the College.

### Standard IV.B.3

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves achievement and learning; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

### Evidence of Meeting the Standard

The president led the collegial process of development of the 2014-2020 ISMP, which was presented to the college campus via various avenues for review and processing to include the 2012 president's ISMP update meeting,<sup>461</sup> the ISMP 2013 update,<sup>462</sup> the 2014 ISMP update presentation,<sup>463</sup> the 2015 ISMP update presentation,<sup>464</sup> the 2016 ISMP update presentation,<sup>465</sup> and the 2017 ISMP report update.<sup>466</sup> The president communicates institutional goals, outcomes, and future plans to the general community via various avenues including public

<sup>460</sup> 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) Tool

<sup>461</sup> 2012 President's ISMP Update meeting

<sup>462</sup> ISMP 2013 Update

<sup>463</sup> 2014 ISMP Update Presentation

<sup>464</sup> 2015 ISMP Update Presentation

<sup>465</sup> 2016 ISMP Update Presentation

<sup>466</sup> 2017 ISMP Report Update

reports, annual reports, monthly ‘Chachalani’ newsletters<sup>467</sup>, audit reports, Citizen-Centric reports, and Board of Trustee meetings.<sup>468</sup> During board meeting the president reports on the College’s financial, educational, institutional, and operational status.<sup>469</sup> In addition, the president meets with her management team to address and review college business. General discussions regarding public hearings regarding fee schedules, staff/administrator professional development training, and the need to orientate newly elected government of Guam (GovGuam) senators to the college campus are examples of topics that can be discussed.<sup>470</sup> All committees under the participatory governance structure establish goals that are uploaded to the MyGCC portal site and accessible to the president. At the beginning of every academic year, during convocation, the president communicates institutional values, goals, and direction.<sup>471</sup> Each semester during the general assembly the president addresses and updates faculty and staff regarding issues facing the College.

For two consecutive days during spring and fall semesters, the president hosts town hall meetings titled “Meet the President” updating students on current events. She also uses this forum to address questions and concerns from students.<sup>472</sup>

In spring 2017 the college proudly received its 16<sup>th</sup> clean audit from Deloitte, independent auditor. The president credits GCC’s careful procurement process, secure accountability guidelines, and GCC’s Finance and Administration departmental efforts, with this continued excellent institutional performance. The audit performance is shared not only within the college but in media releases, as 16 consecutive years of clean audit reports for the College is an exceptional milestone because the College continues to be the only Gov. Guam agency that has consistently maintained a ‘low-risk status.’<sup>473</sup>

### **Analysis and Evaluation**

The 2014-2020 ISMP provides the goals that guides the college mission, establishes priorities, and guides student’s success.<sup>474</sup> Guided by the strategic plans, fact books, and annual reports, the president addresses student outcomes. The president's address in the 2015-2016 Annual Report highlights the priority of 100 percent student-centered success and introduces the slogan, ‘Students First, Mission Always.’<sup>475</sup> Allocation of resources is effective as evidenced by the College’s 16th consecutive clean audit, and is also documented in FY 2016 Citizen-Centric Reports (CCR) along with academic highlights, student enrollment, and upcoming capital improvement projects.<sup>476</sup> The president reported in the AY 2013-2014 Annual Report, a record number of students graduating from GCC, national recognition of veterans education by the “Military Times Magazine,” and other accomplishments to support the 2014-2020 college goals.<sup>477</sup>

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<sup>467</sup> Chachalani September 2016, p. 10

<sup>468</sup> AY 2014-2015 Annual Report, p. 4

<sup>469</sup> BOT minutes Feb 3, 2017

<sup>470</sup> January 22, 2013 meeting minutes

<sup>471</sup> 2013-14 Convocation Scripts

<sup>472</sup> Meet the President fall 2014

<sup>473</sup> Media Release April 2017

<sup>474</sup> ISMP 2014-2020

<sup>475</sup> AY 2015-2016 Annual Report

<sup>476</sup> FY F2016 Citizen-Centric Reports

<sup>477</sup> AY 2013-2014 Annual Report, p.5

#### **Standard IV.B.4**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

#### **Evidence of Meeting the Standard**

The president maintains a visible and positive leadership role in the college's accreditation process. The president regularly updates faculty, staff, and administrators on the accreditation process during college assemblies and convocations.<sup>478</sup> An accreditation flow sheet exists to guide the College in this process.<sup>479</sup> In 2014 the president was elected by members of the Pacific Postsecondary Education Council (PPEC) to serve as the ACCJC Pacific College representative from July 2014-2017.<sup>480</sup> To ensure the College meets ACCJC standards in the accreditation process, the president appointed the vice president for academic affairs (VPAA), to the dual role of Accreditation Liaison Officer (ALO) and since 2007, the College's ALO has served as a member of a visiting team for four ACCJC institutions. The president herself frequently travels to Accreditation Commission for Community College and Junior Colleges (ACCJC) conferences and workshops. A role of the Board of Trustees (BOT) is to review and approve the president's travel schedule and in spring 2016, the BOT approved the president for travel to the 2016 Commission Development Workshop sponsored by the Accreditation Commission for Community College and Junior Colleges (ACCJC) in Berkeley, California.<sup>481</sup>

Through the participatory governance structure, institutional committees overseen by the ALO were developed with a responsibility for the accreditation process, and these Standard Committees have been in place since the 2012 ACCJC visit. Members meet regularly to address the ACCJC accreditation standards and prepare ACCJC reports for campus discussion. For example, feedback on the ACCJC Mid-term report was discussed during the November 2014 accreditation standards committee meeting.<sup>482</sup> Additionally, the College required the BOT and all employees to complete the 2014 and 2016 ACCJC Accreditation Basics training to better understand the accreditation process.<sup>483</sup>

#### **Analysis and Evaluation**

The president is knowledgeable and visible in the accreditation process at the college. In September 2016, in preparation for the March 2018 ACCJC accreditation team visit, an accreditation steering committee comprised of BOT members, administrators, students, faculty, and staff, was appointed by the Accreditation Liaison Officer (ALO) to further enhance the drafting of the ISER.<sup>484</sup> During the fall 2016 college assembly, the president

<sup>478</sup> Chachalani June-Aug 2017 From the President

<sup>479</sup> Accreditation 2018 Flow sheet 6 Year Cycle

<sup>480</sup> Media Release June 2014

<sup>481</sup> February 9, 2016 BOT meeting minutes

<sup>482</sup> Accreditation Standards Meeting Minutes November 2014

<sup>483</sup> Accreditation Basics Course 2014

<sup>484</sup> Accreditation Steering Committee

updated faculty, staff, and administrators about changes to the ACCJC online Accreditation Basics Course and standard committee members were requested to complete the new online course by November 17, 2016 with all successfully completing this task. The college's full-time employees and BOT members were asked to complete the course by October 31, 2017.<sup>485</sup>

On October 20, 2016 accreditation steering committee members and the president attended a one-day ISER training event facilitated by ACCJC, in preparation of the committees developing the 2017 ISER and the upcoming March 2018 accreditation team visit. Board members, the president, and the president-elect from the staff and faculty senates were also invited to attend the training to garner a better understanding of the accreditation process. Since the ACCJC 2012 visit and prior to fall 2016, faculty driven accreditation committees led the college in the development of the Institutional Self Evaluation Report (ISER). Working together is part of the College's accreditation vision, and through participatory governance, these committees developed the Institutional Self Evaluation Report (ISER).

#### **Standard IV.B.5**

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

#### **Evidence of Meeting the Standard**

The president, through Board of Trustees (BOT) Policy 115 Code of Trustee Ethics & Conduct has been given the authority to "initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions." The president fulfills the college's mandate of providing career and technical education by overseeing the administration of the board policies which support these local Guam and federal laws and regulations. The president has the authority to search and apply for federal grants and currently administers grants such as Title IV federal funded aid, Carl Perkins, Workforce Investment Act (WIA) Adult Education, and other sub-awards, such as Title V grants.<sup>486</sup>

The president is responsible for the overall financial management of the College as directed through BOT Policy 200 Fiduciary Responsibilities.<sup>487</sup> Working with the vice president of Finance and Administration, the president ensures the prudent management and administration of all revenues and expenditures from appropriated, nonappropriated, federal and local funds. As part of managing the finances, budget development guidelines are properly adhered to, adequate internal control structures exist, and independent annual audits occur.

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<sup>485</sup> Memo Accreditations Basics Reminder

<sup>486</sup> Board Policy 115-Code of Trustee Ethics & Conduct

<sup>487</sup> Board Policy 200-Fiduciary Responsibilities

The president regularly communicates to the Board, at its monthly meetings, the College's financial status<sup>488</sup>, capital improvement projects<sup>489</sup>, changes to local and federal rules and regulations, operational procedure changes<sup>490</sup>, and policy updates<sup>491</sup>. In line with the mission, the president's assessment plan includes continued efforts for collaboration toward developing a process to measure progress towards achieving the ISMP goals.

### **Analysis and Evaluation**

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

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

### **Standard IV.B.6**

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

### **Evidence of Meeting the Standard**

Since her selection as president in June 2007, Dr. Mary Okada has worked tirelessly to support the mission of the College. The president communicates regularly with college constituents, the community of Guam, and national and international entities. In the College's continuing effort to communicate effectively with the community, and business industries, the president and her team work with local government and educational agencies to advance the College's mission and goals. The president regularly attends and often speaks at community events and is an active participant in ongoing discussions with external entities. The president serves in active roles in local and national organizations such as the following:

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

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<sup>488</sup> financial status

<sup>489</sup> capital improvement projects

<sup>490</sup> operational procedure changes

<sup>491</sup> policy updates

In addition to her responsibilities in these organizations, Dr. Okada is also the chairperson for the Pacific Postsecondary Education Council (PPEC), as well as the Pacific Islands branch of the non-profit organization, WestCare. She is a member of American Association of Community Colleges (AACC), Asian Pacific Association for Fiduciary Studies (APAFS), American Association of University Women (AAUW), and Association of Community College Trustees (ACCT).<sup>492</sup> Additionally, in 2014, President Obama appointed her to serve as the vice-chair on the advisory commission on Asian Americans and Pacific Islanders (AAPI).<sup>493</sup> Dr. Okada resigned from this position in early 2017. Through her visibility in these roles, the president can support the mission of the College as she advocates for and supports growth of educational opportunities in Guam and Micronesia.

The president communicates to stakeholders utilizing College annual reports <sup>494</sup>, as well as but not limited to institutional documents such as the 2014-2020 Institutional Strategic Master Plan (ISMP)<sup>495</sup>, fact books<sup>496</sup>, and Annual Institutional Assessment Reports (AIAR).<sup>497</sup> Most reports begin with a “Message from the President” where she updates stakeholders on college news and events.

The president consistently provides updates on college finances, federal grants, capital improvement projects, and other activities during the Board of Trustee (BOT) monthly meetings, and this is documented in the BOT meeting minutes. The president is visibly active in college monthly online newsletter, Chachalani. The president uses this forum to communicate events and news such as GCC’s 16th clean audit<sup>498</sup>, Chalani 365<sup>499</sup>, and building 100 expansion and renovation.<sup>500</sup>

The president communicates with college constituents throughout the academic year. “Town hall” meetings are held in the college’s Multi-Purpose Auditorium (MPA). These events are advertised on My GCC Announcements and campus flyers and are primarily designed for students to meet the president, but are open to and attended by faculty, staff, administrators, and BOT members. The president uses these events to greet the students and update them on college services, funding, scholarships, programs, planning, and other events. The students are given the opportunity to make suggestions or voice any concerns at the end of each session during open question and answer sessions. If there are questions the president cannot answer she will refer the questions to other administrators present at the event. During the spring 2015 “Meet the President” event, students asked 31 questions. Examples included: asking for on-line courses, adding courses in dentistry, and asking if students can walk in the commence ceremony prior to completing one final course.<sup>501</sup> Student’s questions are answered during these meetings, and when necessary, administrators and faculty support the president in providing answers to the questions.

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<sup>492</sup> President’s Bio, 2015

<sup>493</sup> BOT meeting June 2014

<sup>494</sup> GCC Annual Report

<sup>495</sup> 2014-2020 Institutional Strategic Master Plans (ISMP), p. 3

<sup>496</sup> Fact books, p. 3

<sup>497</sup> Annual Institutional Assessment Reports, p. 4

<sup>498</sup> Chachalani March, April, May 2017

<sup>499</sup> Chachalani February 2017

<sup>500</sup> Chachalani

<sup>501</sup> Meet the President spring 2015

Mandatory college assemblies, staff, and faculty professional development trainings, are events where the president provides updates of the institutional strategic master plan (ISMP), budgetary announcements, upcoming events, grants, and campus improvements. At the fall 2016 college assembly, in keeping with the college mission, the president updated college employees on the 2014-2020 ISMP, regarding curriculum review and assessment, federally mandated graduate employment numbers, GCC's current financial status, and upcoming campus improvement projects,<sup>502</sup> "Closing the Loop" information, and the president's 2014 goals to the campus community.<sup>503</sup> In her role as the president, Dr. Okada attends government budget hearings and BOT meetings to communicate college needs and meets with external entities, such as the Guam Department of Education.<sup>504</sup> She attends public hearings, community, national, and international events. This visibility enables her to be aware of the activities and needs of local, national and international communities, and provides greater awareness of GCC and its services and programs.<sup>505</sup>

### **Analysis and Evaluation**

The president communicates to stakeholders via the "President's Message" the college's mission, vision, core values, and goals necessary for achieving overall excellence in career and technical workforce development.<sup>506</sup> The president communicates College accomplishments and student success to stakeholders, as evidenced in the annual reports.<sup>507</sup> Highlights include GCC focus on sustainability, the record number of graduating students in May 2014, and designation of GCC as "Best for Vets Career and Technical College" by Military Times magazine.

During the board of governor's monthly/bi-monthly meetings, the president regularly updates members and attendees on upcoming campus events and finances. Of concern is the slow release of allotment releases from the general fund, but the president communicated she would be monitoring the release of these payments and hoped to meet with the Governor of Guam regarding the College's financial status.<sup>508</sup> The president updates the BOT on building renovations and federal grant opportunities available for future college renovations; for example building 300 to be funded by FEMA.<sup>509</sup>

The president routinely holds "Meet Your President" bi-weekly town-hall meetings with students each semester.<sup>510</sup> These events allow students to ask questions, and address their concerns. The numbers of students attending these events has been steadily increasing and has been a good way for students to familiarize themselves with the president and update themselves on college progress. During the spring 2015 "Meet the President" event, the president revealed the development of new programs, increased student enrollment, the availability of scholarships, and the expansion of college buildings.<sup>511</sup>

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<sup>502</sup> Fall 2016 College Assembly

<sup>503</sup> Closing the Loop

<sup>504</sup> Department of Education 2015

<sup>505</sup> BOT meeting September 2015

<sup>506</sup> ISMP 2014-2020 p.3

<sup>507</sup> 2017 Annual Report

<sup>508</sup> BOT meeting February 2017

<sup>509</sup> BOT meeting February 2016

<sup>510</sup> Meet the President fall 2016

<sup>511</sup> Meet the President February 2015

During the AY 2013-2014 “Meet the President” town hall meetings, the president updated students regarding ongoing and upcoming construction projects and the need to track graduates. She introduced the 2014-2020 Institutional Strategic Master Plan (ISMP), and revealed that GCC was the first college to introduce the “Keep Your Guard Up” college initiative which offered courses to returning deployed soldiers.<sup>512</sup>

Public reports are posted on MyGCC and the GCC website and allow the president, through the “President’s Message” to communicate the college mission, vision, and goals, to external and internal stakeholders.<sup>513</sup>

## **Standard IV.C Governing Board**

### **Standard IV. C.1**

*The institution has a governing board that has the authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER7)*

### **Evidence of Meeting the Standard**

The responsibilities of the Board of Trustees (BOT) as defined in Article Two, Section Five, of the BOT By-Laws directs the BOT to approve policies and regulations necessary for operation of the college. Policy 110 establishes the guidelines for the review of policies to assure quality and effectiveness of student learning programs and services as well as the sound operation of the College.<sup>514</sup> Board responsibilities include communication through their positions in the workforce of existing and potential job skills needed in industry and the encouragement of more scholarships funded by private employers. Board members also encourage as part of the GCC mission, programs for the unemployed and under-employed in order to provide a guaranteed workforce. The board conducts evaluations and makes recommendations for executive and legislative action to improve programs regarding job innovation and development on Guam, including those for business, industry, territorial and federal governments. The board recommends improvements in CTE educational programs in order to match program outcomes with current and existing job needs. Business participation in GCC work-study programs is highly encouraged. Additionally, the board performs continuous evaluation of the various programs operated by the College to determine if the College is complying with its statutory mandate.

### **Analysis and Evaluation**

The board is regularly informed and aware of the College’s growth, outcomes, development and budget. Monthly financial reports are reviewed. Current issues, new activities, and

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<sup>512</sup> Meet the President 2014

<sup>513</sup> President’s Message

<sup>514</sup> Board Policy 110-Board Policy Development and Review

program changes are channeled to the board at monthly meetings via the president, the student trustee, the faculty advisory member, and the support staff advisory member.

### **Standard IV.C.2**

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

#### **Evidence of Meeting the Standard**

The College's Board of Trustees (BOT) pursuant to Public Law 14-77<sup>515</sup> and GCC BOT By-Laws and outlined in the 2015-2016 BOT Membership Handbook consists of seven members comprised of five official voting members and two non-voting advisory members, who through their various professional experiences positively impact college outcomes.<sup>516</sup> BOT Policy 111 'Adoption of the BOT Handbook' directs members on the meeting process, conduct, and development of activities, timelines and development plans.<sup>517</sup>

#### **Analysis and Evaluation**

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

Board members through Policy 115 Code of Ethics & Conduct Policy, have developed healthy working relationships and are encouraged after deliberation to collectively support final BOT decisions.<sup>518</sup> BOT members support each other as evidenced by a student member resignation letter "...I most especially appreciate the support that each member has given me throughout my service as the student member."<sup>519</sup> The BOT code of ethical conduct encourages members to respect individual opinions but to govern in the best interests and educational needs of the college by working as a united unit. BOT meetings require voting on motions and numerous meetings show that motions are passed without objection and in full support of the board members.<sup>520</sup>

### **Standard IV.C.3**

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

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<sup>515</sup> Public Law 14-77

<sup>516</sup> GCC BOT By-Laws

<sup>517</sup> Board Policy 111-Adoption of BOT Membership Handbook

<sup>518</sup> Board Policy 115-Code of Ethics & Conduct

<sup>519</sup> BOT Meeting January 2016

<sup>520</sup> BOT Meeting minutes, 2017

## Evidence of Meeting the Standard

Policy 455 “Selection of the President” identifies the process of appointing a screening committee tasked to conduct presidential searches. This committee oversees the search process and provides recommendations to the governance board of at least two applicants best suited for the position. The board then follows a detailed process and a screening committee comprised of a board member, student trustee, faculty senate president, BOT advisory members and two members of the public are appointed to guide the selection process.<sup>521</sup> The current president was selected in 2007 using this process. The president's contract includes a provision for an annual evaluation that is conducted by the BOT and kept on file in the board secretary's office. Evaluation of the president indicates that the board may solicit input from various constituents, typically including senior staff, the academic governance, and union representatives. The president completes an annual self-assessment, updates goals for the following year, and meets with the BOT to review documents. When the evaluation is complete, the board meets with the president, who is provided with the final written document. A signed copy of the president's evaluation is placed on file in the human resources office. The president's evaluation process is used to determine salary increases, as well as recommendations to the board on the renewal of contracts.<sup>522</sup> Corrective action, per board policy can include suspension, reassignment, or resignation. In 2015, following the board assessment of the president's performance, her contract was extended through June 2019.<sup>523</sup>

## Analysis and Evaluation

The board upholds its responsibility of presidential selection and evaluation very seriously, following a rigorous selection and evaluation process. With assistance from the Human Resources Office and the screening committee, the board followed requirements in selecting the current president in 2007. Her contract was reassessed in 2015 and extended until 2019 and the president was allocated the maximum percentage wage increase due to her exemplary performance as evidenced in the BOT meeting minutes of February 2017.<sup>524</sup>

## Standard IV.C.4

*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

## Evidence of Meeting the Standard

Board policies mandate that the Board of Trustees (BOT) act as an independent policy-making body reflecting the public interest in educational quality. The board members, apart from the student representative, are nominated by the governor and confirmed by the

<sup>521</sup> Board Policy 455-Selection of the President

<sup>522</sup> BOT meeting February 2017

<sup>523</sup> BOT meeting minutes, January 13, 2015, p.7

<sup>524</sup> BOT meeting minutes February 2017

legislature. The composition of the board as prescribed in Public Law 17-44, GCA, Chapter 31 subsection 31101<sup>525</sup> and BOT by-laws identifies the composition of the board and represents various business and industries.<sup>526</sup> Every governing board member is a non-owner of the College.<sup>527</sup> It states further that the trustee shall not be a government of Guam employee nor shall the trustee have a conflict of interest with the college to ensure in the best interest of the community.

Board Policy 140, cites that the BOT and president will protect and promote the interest of GCC. In addition, the Board members conduct their policy-making roles through participation in standing committees.<sup>528</sup>

### **Analysis and Evaluation**

BOT meeting minutes from 2012 to 2017 show that trustees regularly attended internal and external events. The BOT Community Outreach Report notes, for example, that board members regularly attended retreats, networked with international entities,<sup>529</sup> attended agency meetings, national events, and commencements.<sup>530</sup>

Two board members were appointed and actively participated in the Accreditation Steering Committee, Standard IV, fall 2016. The board is visible amongst the public; however, the public perceptions may be improved by increased board member attendance and participation at college wide events to display a sense of collaboration, support, and recognition. The Board Self Evaluation Questionnaire (BSEQ) results found that the public would like board members to attend and participate at College-wide events, activities, and other key events. Two BOT members were appointed and actively participate in the accreditation steering committee and on Standard IV during the fall 2017-spring 2018 academic year.

### **Standard IV.C.5**

*The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

### **Evidence of Meeting the Standard**

December 2014, the Board of Trustees (BOT) amended and adopted BOT Policy 306 “Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees.” This policy describes the Board’s commitment to provide students with, and systematically assess quality educational programs and services. To ensure

<sup>525</sup> Public Law 17-44GCA, chap.31 subsection 31101

<sup>526</sup> BOT By-Laws

<sup>527</sup> Board Policy 120-Orientation of New Board of Trustees Members

<sup>528</sup> Board Policy 140-Organizational Chart

<sup>529</sup> BOT minutes February 2017

<sup>530</sup> BOT meeting minutes July 2016

the completion of this process, the board adopted a two-year cycle of program review for all programs, student services and administrative units of the College. The program and course reviews are currently ongoing as of spring 2017.<sup>531</sup>

### **Analysis and Evaluation**

The Board amended/updated Policy 306 in response to mandated and newly approved accreditation standards and to provide a more comprehensive process for all instructional programs, student services, and administrative units on campus. The two-year cycle of program review, as accomplished through TracDat will fulfill the following objectives: assess program quality, productivity, need and demand; improve the quality of academic offerings and career and technical education; ensure wise allocation of resources; determine program effectiveness; and implement program improvement strategies.

The board regularly amends, and adopts current board policies reviewed, drafted, and revisited during BOT meetings. The board updated the following policies: Policy 100 ‘Mission Statement’; Policy 111 ‘Adoption of BOT Membership Handbook’; Policy 135 ‘Acting President’; Policy 145 ‘Identity System Manual’; Policy 150 ‘Media Relations’; Policy 155 ‘GCC Protocol Guide’; Policy 170 ‘Campus Crime and Security’; and Policy 175 ‘GCC as a Tobacco Product, Electronic Cigarette and Betel nut-Free Campus’, during the BOT meeting of April 8, 2016. The BOT continued to update policies throughout 2016 and 2017, as indicated in the BOT assessment plan which may be found in TracDat. The president regularly reports and updates the board on the financial status of the college during BOT meetings.

### **Standard IV.C.6**

*The institution or the governing board publishes the board by-laws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

The GCC Board of Trustees (BOT) as guided by BOT By-laws, Article II, consists of seven members appointed by the Governor of Guam and confirmed by the Guam Legislature. Of the seven trustees, six members are appointed to a five-year term by the Governor of Guam and include a representative of the labor sector of the workforce, representatives from business and industry, and members of the public. The student trustee is elected by the student body to serve a one-year term.<sup>532</sup>

The Board of Trustees (BOT) member information, policies, by-laws, meeting minutes, and attendance, are available to the community and posted on the GCC website.<sup>533</sup> The BOT by-laws stipulate the board’s duties, responsibilities, structure, and operating procedures.<sup>534</sup>

<sup>531</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs

<sup>532</sup> BOT By-laws

<sup>533</sup> The BOT

<sup>534</sup> BOT by-laws

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

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

### **Analysis and Evaluation**

The appointing and affirming of BOT members is under authority of the Governor of Guam and Guam Legislature and reflected in Policy 195 'Selection and Appointment of Guam Community College Trustees,' in compliance with Public Law 14-77, as amended, updated and repealed in public law 31-99.<sup>535</sup> Trustees, excluding the student member, are appointed for a five-year term, by the governor and appointees are oriented to the role, duties, and responsibilities of BOT as outlined in Policy 120 'Orientation of New Board of Trustees Members.'<sup>536</sup> Appointees through Policy 111 'Adoption of BOT Membership Handbook' are provided with electronic copies of the handbook, to guide them in their role, duties, by-laws, policies, code of ethics, and responsibilities. According to the board secretary, on appointment members are provided copies of BOT meeting minutes within the last six months.<sup>537</sup> As guided by Policy 120 'Orientation of New Board of Trustees Members' BOT orientation is the responsibility of the BOT chairperson and College president. The board publishes by-laws and policies electronically that are updated as needed, and via a two-year cycle respectively.

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<sup>535</sup> Board Policy 195-Selection and Appointment of Guam Community College Trustees

<sup>536</sup> Board Policy 120-Orientation of New Board of Trustees Members

<sup>537</sup> Board Policy 111-Adoption of BOT Membership Handbook

### **Standard IV.C.7**

*The governing board acts in a manner consistent with its policies and by-laws. The board regularly assesses its policies and by-laws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

#### **Evidence of Meeting the Standard**

The Board of Trustees (BOT) through the GCC BOT Bylaws Article VII, are provided the power to make, adopt, or amend policies, rules, and regulations that enable them to effectively manage college business.<sup>538</sup> The BOT Assessment, Activities, and Timeline support this and outlines the board's goal to continue to periodically evaluate board policies and code of ethics. To ensure college effectiveness the board regularly assesses and updates college policies. Board policy review is ongoing and follows regular cycle. The BOT Policy Review Report provides evidence that policies were reviewed and indicates when the next review is due. The BOT Fiscal Year Calendar also provides a monthly timetable for policy review.

#### **Analysis and Evaluation**

The BOT consistently meets every month throughout the calendar year. Attendance reports, a complete inventory of meeting minutes, and agendas are available on the GCC website. Meeting minutes reflect discussions, priorities, schedules and other institutional updates as well as actions taken by the board. The GCC board policies are divided into six categories: General Board Policies (Series 100), Financial Board Policies (Series 200), Curriculum Board Policies (Series 300), Employee Board Policies (Series 400), Student Board Policies (Series 500), and Apprenticeship Board Policies (Series 700). Since the last site visit in 2012, the board has extensively added, reviewed, and updated college policies.<sup>539</sup> For example, Board Policy 350 'Prior Learning Assessment'<sup>540</sup> BOT Policy 199 'Social Media'<sup>541</sup> and BOT Policy 475 'Merit bonus' have been developed and board policies series 100 through 700 have been reviewed.<sup>542</sup> The board reviewed and amended eight board policies in series 100 during the second quarter, 2016.<sup>543</sup> As of February 3, 2017, the board continues to review and update board policies on a regular basis.<sup>544</sup>

### **Standard IV.C.8**

*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

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<sup>538</sup> BOT By-laws Article VII

<sup>539</sup> Board Policy Series 100-700

<sup>540</sup> Board Policy 350-Prior Learning Assessment (PLA)

<sup>541</sup> Board Policy 199-Social Media Policy

<sup>542</sup> Board Policy 475-GCC's Merit Bonus Policy

<sup>543</sup> April 8, 2016 BOT Meeting minutes

<sup>544</sup> February 3, 2017 BOT Meeting minutes

## Evidence of Meeting the Standard

The governing board is committed to providing students with quality educational programs and Policy 306 established a two-year cycle of program review, assessment, and use of the results to improve academic offerings. The review includes assessing programs, productivity, program demand, and development. The 2014-2020 Institutional Strategic Master Plan (ISMP) embodies this objective. The major goals of the ISMP include: Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement. Included within these goals are key initiatives, focused on student-centered learning concepts, curriculum and educational delivery, strengthening faculty professional development, updating facilities, strengthening participatory governance, aligning resource allocation with the ISMP, continual assessment and program review, marketing the ‘GCC’ brand, and internationalization efforts.<sup>545</sup> The College monitors and regularly reviews its progress on meeting the goals and initiatives of the ISMP and the governing board is updated on student success and institutional plans during board meetings.<sup>546</sup> Board meeting agenda items include:

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

Assessment results are reported using various methods, for example the College fact book, which includes detailed data on institution-set student achievement benchmarks for enrollment, course completion, retention, persistence, college to university transfers, and graduate employment rates. The fact book is provided to campus constituents including the board and an electronic copy is available on the GCC website. The BOT receives quarterly departmental reports that highlight student success including enrollment, course completion, retention, persistence, transfer, and employment.<sup>547</sup>

## Analysis and Evaluation

The board is kept updated during board meetings regarding College events, achievements, and outcomes. Board members are provided electronic and hard copies of the fact books that report key indicators of student success. For example, Fact Book, Volume 10 compares College trend data over a ten-year period and showcases a 36 percent increase in student enrollment.<sup>548</sup> The Office of Assessment, Institutional Effectiveness and Research (AIER) collects the data and results are published in the fact books for campus wide use in decisions to improve student success.

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<sup>545</sup> 2014-2020 ISMP, p.3-7

<sup>546</sup> ISMP update, 2017

<sup>547</sup> Fact Book, Volume 11

<sup>548</sup> Fact book, Volume 10

### **Standard IV.C.9**

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

#### **Evidence of Meeting the Standard**

GCC BOT Policy 120 ‘Orientation of New Board of Trustees Members’ guides members in understanding the roles, function, conduct, and responsibilities necessary for successful leadership. Providing guidelines and training ensures that board members are oriented and provided documents to support them in their success as a valued member of the board. The BOT Handbook is provided to trustees upon appointment, which outlines in detail expectations of board members. Ongoing training for board development includes trainings and conferences provided by the Association of Community College Trustees (ACCT) and board retreats on Guam.<sup>549</sup>

#### **Analysis and Evaluation**

Newly appointed board members are provided a policy and board membership handbooks and their orientation is the responsibility of the BOT chairperson and College president. Policy 120 states that orientation must occur within one month of appointment. Orientation includes but is not limited to a college tour, conflict of interest and ethics training, and members are provided physical copies of documents such as operational budgets, board meeting minutes, trustee’s roles and responsibilities, and the BOT membership handbook that provides in-depth guidance for board processes.

Board members regularly attend College, community, and national events, as reflected in board minutes. Examples of events attended by board members include but not limited to College assemblies, College convocations, joint board retreats, public-private partnership higher education summits, ACCT annual leadership congress, ACCT conference calls, and policy review training events.

### **Standard IV.C.10**

*Board policies and/or by-laws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

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<sup>549</sup> Board Policy 120-Orientation of New Board Members

## Evidence of Meeting the Standard

The GCC Board of Trustees (BOT) Assessment Activities and Timeline was developed to guide the board in supporting governance, assessment, and institutional effectiveness. BOT Policy 306 Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees guides the assessment of board effectiveness.<sup>550</sup> AIER conducts assessments of BOT members 'inside voices' through the Board Self-Evaluation Questionnaire (BSEQ), which are summarized in the BOT assessment reports. As indicated in the assessment report, the board assessment reports serve as evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing board.<sup>551</sup>

Additionally, the board assessments include 'outside voices' from non-board members who regularly attend board meetings and activities through the Governing Board Assessment Questionnaire (GBAQ). Board evaluations are organized into five areas: board-CEO relations, board meetings (interaction and dynamics), board responsibilities, personal conduct, and, evaluation. Board members complete the BSEQ on BOT relationships and activities, referred to as 'inside voices.' The objective of both surveys is for board members to identify strengths and weaknesses in board functioning and gain a better understanding of expectations from themselves and other participants to be an effective and efficient board. Data gathered provides mechanisms of success and means for continuous quality improvement. They receive a wide range of input and collaboration from the community and constituent groups by holding outreach meetings. The surveys help broaden board member's perspectives on college diversity and the educational quality issues affecting its daily operations. The BOT assessment reports are public documents and are available online.<sup>552</sup>

## Analysis and Evaluation

The board conducted a self-assessment of its effectiveness and the results indicated that the board is visible amongst stakeholders; however, stakeholder perceptions may be improved through an increased board member attendance and participation at College-wide events to display a sense of collaboration, support, and recognition. The College utilized two survey instruments to measure board effectiveness: the BSEQ was answered by all board members; and, the GBAQ was answered by eleven non-board members. The assessment results show the board functions effectively and continues to seek improvement opportunities in order to strengthen the board's overall performance. The results also show strong outcomes in relation to personal conduct and board/CEO relations.<sup>553</sup> Additionally, the survey results indicate that the public would like board members to attend and participate at College-wide events, activities, and other key events whereas the College could acknowledge members and invite them to speak providing a message of support and recognition. Furthermore, the College publishes a monthly newsletter titled Chachalani that could dedicate a section for BOT announcements, messages, or simply a voice of support. Two board members were

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<sup>550</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees

<sup>551</sup> 5<sup>th</sup> Board of Trustees' Assessment Report

<sup>552</sup> 5<sup>th</sup> Board of Trustees' Assessment Report

<sup>553</sup> Fifth Board of Trustees Assessment Report, pp. ii-iii

appointed and actively participated in the Accreditation Steering Committee from fall 2016 through fall 2017.

### **Standard IV.C.11**

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

### **Evidence of Meeting the Standard**

GCC Policy 115 ‘Code of Trustee Ethics & Conduct’ provides performance standards required of elected board members and acknowledges the College mission to provide the highest quality of education for students.<sup>554</sup> Guam Public Law 14-77 and Article II of the GCC BOT bylaws enforce that no member of the board shall be a government of Guam employee nor have any family, ownership, or other personal financial interest in the College. Board members must submit pursuant to Guam public law, a ‘conflict of interest disclosure statement.’<sup>555</sup> On appointment to the board, members are required through Public Law 24-91, Section 13104.1 of Title 4, Guam Code Annotated (GCA), to complete conflict of interest training, which is completed on campus at the president's office. Additionally, board members through Policy 115 and BOT bylaws are asked to respect fellow opinions, avoid all conflicts of interest, work together harmoniously in the decision-making process, and promote a healthy working relationship with the president and good relations with each other while working in the spirit of the college. Additionally, the BOT membership handbook provided to incoming board members during orientation, details trustee roles, responsibilities, bylaws, and reiterates the ethics and conduct policy.

### **Analysis and Evaluation**

Board members adhere to Guam public laws, policies, and procedures at the College, and are held to the highest standard of professional conduct and integrity. In the continuing effort to uphold and maintain professional conduct and code of ethics policies, board members follow the conditions of service as outlined in the BOT handbook. According to the results of the board member's self-evaluation questionnaire (BSEQ) regarding board responsibilities, board members consistently follow the board ethics policy, and leave implementation to the president. Board member ‘Conflict of interest disclosure statements’ and completion of conflict of interest training evidence are kept on file with the BOT secretary at the College,

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<sup>554</sup> Board Policy 115-Code of Trustee Ethics & Conduct

<sup>555</sup> BOT By-laws

and all board members to date have participated in this requirement and board members continue to work harmoniously in the interest of the College.<sup>556</sup>

### **Standard IV.C.12**

*The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

#### **Evidence of Meeting the Standard**

Board members supported through Public Law 14-77 are tasked with the responsibility of developing, adopting, and regulating college policies, and supporting the president in initiating these policies. Board Policy 115, section nine, delegates “Authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement board decisions.”<sup>557</sup>

Board Policy 110 delegates the board's role in board policy development, review, and regulation and the BOT Annual Fiscal Year Calendar provides a timeline of meeting dates, dates of policy review, and submission of reports. These documents are kept on file in the board secretary's office. The BOT Assessment Activities and Timeline designate the objectives and timeline of board goals, of which Goal One is ‘Review of Board Policies’ that allows for the periodic review of all board policies.<sup>558</sup>

#### **Analysis and Evaluation**

Board Policy 110 provides board members with the capability to develop, adopt, and regulate institutional policies necessary for college success. As Chief Executive Officer (CEO), the president is crucial to the achievement of college goals and performance and therefore it is imperative that she has full control of the administrative and business affairs of the college and this requirement is outlined in the BOT handbook.

According to the Fifth BOT Assessment Report, all board members strongly agree that there is a high level of respect and trust between the board and president and “The board always delegates administrative matters to the president and refrains from micromanaging the College.”<sup>559</sup>

### **Standard IV.C.13**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation process, and the college's accredited status,*

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<sup>556</sup> Fifth Board of Trustees Assessment Report, p. 18.

<sup>557</sup> Board Policy 115-Code of Trustee Ethics & Conduct #9

<sup>558</sup> Board Policy 110-Development & Review

<sup>559</sup> Fifth BOT Assessment Report, 2013, p.16

*and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

### **Evidence of Meeting the Standard**

Board members are provided with the “ACCJC Guide to Accreditation for Governing Boards” publication that directs their role in the accreditation process, and receive updates during board meetings on the accreditation process and trainings available at the college.<sup>560</sup> In preparation for the final development of the Institutional Self Evaluation Report (ISER) and upcoming 2018 ACCJC accreditation visit, the College established an Accreditation Standards Steering committee, fall 2016 to prepare the Institutional Self Evaluation Report (ISER) and two board members were appointed to Standard IV committee to assist in completion of the report. The board is updated by the president on the development of the ISER, training for standard committee members on the ISER, accreditation training for board members, and development of an accreditation calendar for board members.<sup>561</sup>

To assist in the understanding of, and commitment to the accreditation process all board members completed the 2012 Accreditation Basics online course, and were on task to complete the updated Accreditation Basics course by spring 2017 Accreditation Basics.<sup>562</sup> Board members have also attend ACCJC-related trainings and other professional development activities related to the accreditation process including ISER training.<sup>563</sup>

### **Analysis and Evaluation**

The Board of Trustees as a governance body is an important component in the accreditation process, with the trustees appropriately informed of ISER development and progress in the course of its preparation. In fact, two BOT members were appointed to the accreditation steering committee by the ALO and they were fully supportive of the ISER process. They also completed, along with the rest of the board members, the online ACCJC Accreditation Basics course as part of their preparation for the accreditation process.

It is worthwhile to note that one board member was actively involved in the writing and rewriting of the ISER. She attended various training sessions, as well as ISER meetings, and was fully committed to the successful reaccreditation process at the College.

### **Standard IV.D Multi-College Districts or Systems**

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

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<sup>560</sup> Board Accreditation Basics

<sup>561</sup> BOT Meeting Minutes, November 3, 2016, p.2

<sup>562</sup> Accreditation Basics

<sup>563</sup> ISER training

## INITIATIVES AND PLANS EMERGING OUT OF THE ISER PROCESS

Similar to the 2012 pre-visit preparations, the ISER process for the 2018 team visit has been an eye-opening process for the whole college community. The “Students First, Mission Always” re-branding of GCC reflects the college’s commitment to continuous quality improvement to serve its students. Hence, GCC engages all of its programs and departments in a two-year assessment cycle in a systematic, continuous process. The institutional decision-making is therefore inextricably linked to assessment so that critical areas of improvement are always identified to serve students better. Several of the initiatives that have emerged out of the ISER process for the last six (6) years include the following examples, in order of priority, value, and importance to the college:

### **Transformation Initiative**

For GCC to serve students as best as possible, the college, through the leadership of the President, has committed itself to a campus-wide Transformation initiative. The institution believes firmly that true change must come from within the organization. The college has therefore crafted a Transformation mission:

*Guam Community College is engaged in transformation to ensure 100% student-centered success.*

The Transformation initiative is an effort to engage faculty, staff, and administrators in guiding GCC’s organizational change process and lead transformation in an institution-wide manner. The focus is on continually identifying areas of underperformance and overcoming barriers to serve students as effectively as possible.

This initiative all began with a Breakfast of Champions in fall 2015. As a result of the productive discussion among selected champions of transformation, several cohorts of Transformation Leadership Academy (TLA) were formed, under the guidance of a husband and wife team who served as the college’s consultants. As locals, they were culturally grounded in their examples and direction. Totalling 40 hours each in duration, two TLA cohorts (Cohorts I and II) were completed in spring and fall 2016. A Cohort III was also completed in spring / summer 2016. In these TLA cohorts, comprising of administrators, staff, and faculty, participants were challenged to develop a ‘transformation mindset’ and to develop critical skills for leading transformational change.

The best example of a transformational effort that has reshaped the college culture is the manner in which the college conducts its once-a-semester College assemblies. Since fall 2016, the college assembly has been set up as a big conversation about “student success” among all stakeholders. All GCC employees are divided into small groups, and through discussion prompts, are assigned to identify barriers to student success, and explore strategies to overcome them. Most importantly, these groups are given local Chamorro names that resonate with all participants. For example, the group names in the fall and spring 2016 college assemblies were identified as Tano (Land), Tasi (Ocean) and Aire (Air). The subgroupings were similarly-named, as names of animals of the land, creatures of the ocean,

and beasts of the air. The infusion of these cultural elements has enlivened the discussions and an opportunity for everyone to learn new words in the indigenous language, Chamorro. This is particularly important to bring about cultural pride and awareness among all college participants, in light of the resurgence of government efforts to preserve the Chamorro language as part of the quest for self-determination on island.<sup>564</sup>

The primary focus of the breakout sessions in the College Assembly is 100 percent student-centered success and how each employee can assist in this institutional effort. Examples of prompts during the fall 2016 college assembly included the following:

- When you think of student-centered success, what key words/phrases come to mind?
- What successes do you feel you have already accomplished at this point?
- What barriers exist that you need to address for realizing the full promise of 100% student success?
- Identify three (3) strategies that can further promote and strengthen student-centered success in the following work areas: faculty, staff, and administration.

In subsequent assemblies, all GCC employees met again in the same groups to focus on a specific barrier and to identify specific strategies to overcome it. All responses were recorded, compiled, analyzed, and presented back to the groups in the next assembly for further discussion.

Based on feedback gathered, the new college assembly format has been regarded positively by GCC faculty, staff, and administrators. The increased level of interaction among all these three sectors of the college community through the college assembly forum has also contributed greatly to a more robust GCC team spirit.

Another offshoot of the Transformation initiative is the adoption of a new practice called “T’ Zone”, short for Transformation Zone meeting. GCC leadership team members regularly lead ‘T’ Zone meetings with their staff or administrators at the departmental or divisional level. In these meetings, the focus is still on student success, but a non-hierarchical space is created for all to work together across lines of authority and responsibility.

### **Student-Centered Initiatives: CLYMER, DCAPS, Chalani 365**

The CLYMER initiative, or Classroom Learning Yields Math and English Readiness, allows eligible students to forego the GCC mathematics and English placement test (Accuplacer), enrolling directly into credit-bearing mathematics and English classes. It is named after the previous college Registrar, Patrick Clymer, who passed away unexpectedly in July 2016. As a placement test waiver, this was an idea he initially conceptualized with the TSS Dean, Dr. Michael Chan, who eventually brought the project into fruition through predictive analytics of data generated from the Guam Department of Education (GDOE) database.

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<sup>564</sup> For fall 2017, the major categories in the recently-concluded College Assembly were Flores (Flowers), Frutas (Fruits) and Finatinas (Dishes).

Immediate enrollment in English and mathematics classes allows students to move more quickly into courses for which mathematics and English courses are prerequisites, saving them time in school, and saving them money.

To date, over 130 students have used CLYMER to enroll in credit-bearing mathematics and English classes. These are the first CLYMER students, and their academic success will determine whether or not changes will need to be made to CLYMER in succeeding years of implementation.

DCAPS, or Dual Credit Articulated Programs of Study, is an initiative that allows students in GCC secondary CTE programs who complete the Certificate of Mastery in a specific program, to receive credit for postsecondary courses with the same Student Learning Outcomes (SLOs).

DCAPS students come to GCC having received as many as 15 college credits in certain postsecondary programs, allowing them to complete their programs of study more quickly, and at less cost. Their completion of college classes while in high school also allows for a more seamless transition to their postsecondary studies. Currently, ten secondary-level CTE programs in the Guam Department of Education (GDOE) high schools offer DCAPS credits, ranging from three (3) to fifteen (15) credits.

Chalani 365 is an innovative year-round registration program GCC launched in 2017 in order to improve students' opportunities to stay in school and graduate in a timely manner.

The Chamorro word, "chalani," means pathway and hence Chalani 365 is a pathway that students can choose to fulfill their educational goals in a more timely manner. This registration process allows students to register at one time for an entire academic year. They can register for classes for the upcoming semester, and for two terms ahead: summer-fall-spring, fall-spring-summer, or spring-summer-fall.

For students, this eliminates the hassle of having to come to GCC every semester to register for classes, and guarantees them a spot for required courses. Since colleges and universities that have implemented this innovative registration plan have seen an increase in enrollment, in retention and in persistence rates, the college hopes to instill the planning component in everything students do, particularly in planning their class schedules.

An important note about Chalani 365 is that students do not have to pay for the pre-registered semester until the payment deadline for that semester. Other important information about Chalani 365 include the following:

- Students can register for up to nine credits for the summer term, and for up to 15 credits for fall and spring semesters. Students wishing to register for 15 credits will need to obtain approval from an advisor or department chair.
- Schedule changes can be made up to the posted dates for the last day of registration and for the schedule adjustment period for a particular semester.
- Financial Aid priority date deadlines for each semester are posted and will still apply.

- Students can pre-register for a class requiring a prerequisite; however if they drop or fail the prerequisite, they will be dropped from all pre-registered courses requiring that prerequisite.
- All account holds must be cleared before any registration can occur.

### **Sustainability Practices on campus**

The Planning and Development Office has been at the forefront of developing facilities, projects and practices that create an environment that is conducive for both students and employees while fostering respect and understanding of ethical, social, cultural and environmental issues locally and globally. This reflects one of GCC's Institutional Learning Outcomes and the college has been committed to these plans and developments through the years. Not only have these Sustainability practices contributed to our mission in protecting our natural resources and environment, it has created a highly conducive learning environment for students, employees and visitors altogether. GCC has various sustainability practices and developments in place that play an active role in reducing the college's carbon footprint dramatically, while continuing to enhance the learning and working environment and experience for all.

GCC has in place a waste diversion program in which materials such as aluminums, plastic 1 and 2, mixed paper, cardboard, green waste, ink toners/cartridges/drums and metals are sustainably diverted from the landfill. The college literally recycles thousands of pounds each year of these materials, minimizing issues that could arise from landfill issues in the future. GCC has several photovoltaic (PV) energy systems producing clean energy year round. The college has installed several Water Bottle Filling Stations on campus to provide convenient and a healthier alternative than beverages with high sugar content while minimizing waste from disposable plastic bottles. The institution has been following through with its Physical Master Plan in which four (4) Leadership in Environmental and Energy Design (LEED) certified buildings have been constructed with several more to be developed in the next five years. Plans for improved and enhanced infrastructure (i.e. water, power, network) and increased green space for our campus has also been ongoing. The institution's Capital Improvement Projects (CIP) have included various plans and completed projects related to energy and water efficiency as well as lowering emissions from Volatile Organic Compounds within building spaces. The campus has also banned the use of styrene food packing material to improve human and environmental health. GCC is passionate about creating a campus setting that provides more resources for students, while minimizing its carbon footprint altogether.

These sustainability developments and practices at GCC have both direct and indirect effects in shaping students' and employees' perspectives on conservation and environmental stewardship while providing a conducive learning and working environment for all. GCC's modern LEED buildings, ambitious sustainable waste diversion program (recycling), Capital Improvement Projects (CIPs), ban of specified hazardous material, and the integration of sustainability into programs/curriculum are examples of the college's ways of displaying genuine commitment to the protection of natural resources while providing an atmosphere

that is modern and highly conducive to teaching and learning. It is evident that the GCC campus is transforming into a highly modern and innovative campus with features that are environmentally considerate. Students and employees are displaying behavior changes that are highly supportive of our energy conservation and waste diversion initiatives that will ultimately benefit them now and into the future.

Likewise, the college's sustainability summer and winter programs provide highly technical and interactive educational opportunities for middle and high school students to engage in STEM related subjects. These programs build a foundation of understanding for participating students about environmental issues locally and globally and how it directly affects them in negative ways. Shaping students' perspectives begin with these initial lessons and understanding why the institution is developing the way it is. GCC is at the forefront of this transformation and it is evident in the way the campus is changing physically through the years.

To fully realize outcomes of these sustainability practices, funding support is required. The institution views this as an investment for its students, their learning, their educational goals and their well-being. As a result, GCC prevents thousands of pounds of materials each year from entering the landfill, saves thousands of dollars in utility cost through renewable energy, energy efficiency, and water saving integrations.

GCC's three (3) Leadership in Energy and Environmental Design (LEED) buildings are some of the most state of the art buildings in the region. They are fully equipped with technology and features that allow for the institution to effectively teach new and older generations of students. They provide a highly comfortable environment, while saving the institution financial resources through energy efficient equipment and systems, renewable energy production, water savings technology and water harvesting features. The institution strives to continuously complete CIPs that not only improve our campus, but ensures that students have everything they need in order to focus on their education while on campus. As a whole, these sustainability initiatives and practices provide an avenue for the sustainability of the college to continuously operate and function in the modern world, while improving students' chances of learning effectively and succeeding with their educational goals at GCC and beyond.

### **Digitizing Assessment & Curriculum Project**

The assessment infrastructure of GCC is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. Since the implementation of *TracDat*, the assessment data management software which records assessment activities and outcomes, this has allowed the College to implement an embedded assessment system. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with plans and initiatives to help students succeed. GCC was the first in the region to adopt this innovation of turning a tedious process into a less burdensome one when it made an institutional decision to invest in the software in 2004. In its over ten (10) years of implementation,

TracDat in fact has allowed the College to learn more about its students. The data gathered through program and course assessment provides the baseline for dialogue and improvement at the institutional, program and course levels. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.

The College has articulated, established, and communicated to students how student learning outcomes (SLOs) can be used to help them achieve success. The College's two-year cycle for the assessment of SLOs at the course, certificate, degree, student support services, administrative offices, and the institutional levels is ongoing, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. As a result, students have a greater awareness and appreciation of the value of SLOs in their education.

During the early days of assessment at GCC, the College focused on laying the foundation of assessment by grounding it in processes, procedures, and protocols. Since then, evidence of the institutionalization of assessment is reflected in all facets of institutional life and the concrete results of assessment continue to be used to improve and strengthen instructional programs, student support services, and administrative units within the college.

After digitizing the assessment process, the college also aspired to digitize the curriculum approval process. This was done through the implementation of a technology solution called *Acalog*, beginning fall 2013. Prior to the adoption of the electronic curriculum review process, the institution was using the "yellow envelope" method, which was not very efficient. Course and program documents were being transported manually through the approving channels by means of yellow, plastic manila envelopes. This created a whole lot of confusion, as documents were sometimes not being submitted to the correct individual; documents also got lost in transmission, and often documents were delayed. With the new process, documents are submitted, routed, and approved electronically via *Acalog*. The review and approval process can be done anywhere there is an internet connection.

Since the adoption of the electronic curriculum approval process, anecdotal evidence indicate that faculty and administrators have found it easier to review, approve, and track the progress of curriculum and program documents. The Admissions and Registration office now has the ability to oversee the documents submitted and can follow up with authors/editors if necessary to ensure the continued movement of curriculum in a timely manner.

### **Roving Administrator Night Duty**

Campus night administration is under the auspices of the School of Technology & Student Services. The primary duties for campus night administration is carried out by a night administrator and a support staff from 6:00 p.m. to 10:00 p.m. during regular semesters, fall and spring, from Monday to Thursday. There is no night administration on Fridays, Saturdays, and Sundays and during the summer session. During the summer session, a majority of the classes held on campus end at 5:00 p.m. at which time the night administration is not needed. In instances where there are a few classes held after 5:00 p.m., campus security monitors campus activities and reports to an on-call administrator in case further assistance is needed on campus for students, staff, or faculty members.

In an effort to bring about a well-rounded student-centered mission, the college's Management Team met and decided to have all the administrators to get involved in night administration to experience the college's night life. A roving night duty for all administrators was implemented in the fall of 2012 which remains in effect until the present day.

The goal of roving night duty for administrators is three-fold:

1. To support campus night administration;
2. To get familiar with the nightlife of the campus to address any personnel or infrastructural issues that may need attention; and,
3. To be available to interact with students and faculty members to discuss any concerns.

Since its implementation in August 2012, a total of 31 administrators have served night duty, with a twice a semester schedule from 6:00 p.m. to 10:00 p.m. On September 11, 2017, administrators' night duty hours were adjusted to reflect data which indicated that 80 percent of evening classes were held on campus during the timeframe of 6:00 p.m. to 8:00 p.m. and only 20 percent thereafter. As a result, the roving night duty schedule was cut back from four (4) hours to two (2) hours.

The implementation of roving night duty for all administrators benefited the college community in various aspects. For example, infrastructure repair needs were noted and handled by means of work orders. Anecdotal evidence exists to support the notion that students feel secure seeing administrators around and also have a chance to converse with them. Finally, administrators and faculty are able to interact more meaningfully in and outside of the classroom, and administrators are also given the opportunity to take part in student events and activities in the evenings.

### **Building the Student Success Center**

A major theme that emerges out of the selected initiatives discussed above is the college's commitment to student success, in perfect alignment with GCC's student-centered mission. The tagline, "Students First, Mission Always," reverberates in various places on campus

because administrators, faculty, and students have committed the mission statement to memory, as evidenced by its recital prior to the start of most college meetings. Additionally, the Transformation initiative has gradually begun to reshape the attitude and behavior of people and offices on campus regarding ways with which to further contribute to student success, as vividly illustrated in the last three college assemblies.

For all members of the college community, seeing the *Student Success Center* being built in the not too-distant future is not a farfetched dream. It is envisioned to be a 24-hour place where students can find space to interact, study, and engage in activities that will promote further learning. The design is already in the existing Physical Master Plan, and once funding is secured, construction will begin.

Once this plan is realized in the near future, it will contribute significantly to achieving the promise inherent in the verbiage of the college's vision: *Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.*

## QUALITY FOCUS ESSAY (QFE)

“*Students First, Mission Always*” is the central theme around which two (2) projects are being proposed for the Quality Focus Essay (QFE) component of Guam Community College’s ISER. These two projects emerged out of campus conversations over the last two years, while the college community and its stakeholders~faculty, administrators, and staff~were going through Transformation Leadership Academies that have equipped them with richer and more robust perspectives about how to make the student experience of GCC more productive and fulfilling. Additionally, the newly-negotiated Agreement was also a fertile source of evidence-based discussions that defined and clarified the teacher-student relationship as it impacts student learning outcomes within and outside the classroom environment. These two (2) critical events provided the broad framework and rich contexts upon which these proposed QFE projects are securely anchored.

### *Rich Context 1: Transformation Leadership Academies (TLAs)*

These 40-hour academies, led by homegrown consultants who have Guam roots, were intended to explore and analyze areas of underperformance in all facets of community college life at GCC. This began with a *Breakfast with Champions* in 2015 where a healthy mix of about forty (40) administrators, faculty and staff, became the first cohort of trainees for this leadership academy focused on external and internal transformation. As defined by this cohort, transformation refers to a state of mind that highlights internal introspection about what works through a different way of knowing and learning within an organization, such as GCC.

The TLA was intentionally structured to break barriers of communication among the participant-employees so that titles and positions were “left at the door” once the participants entered the so-called *T-zone* or Transformation Zone. These T-zones were eventually adopted as the model for smaller-sized discussions among employees who work under the same units or departments in post-TLA sessions.

The second TLA cohort comprised of a similar group of college stakeholders who were willing to look within themselves and ask the all-encompassing question, “What should we stop doing to improve the student experience at GCC?” This question gave rise to a multitude of other questions to address the seven (7) principles of Transformation: Taking Turns, Making Time, etc. As this second cohort was ending, the first cohort was finalizing their praxis assignments that addressed areas of underperformance in their respective work areas. Conversations about improving the student experience focused on outcomes. They zeroed in on student success strategies that will make students complete their programs in a timely manner. Data from TracDat became the wellspring of discussions about student learning in T-zones conducted in the conference rooms or in the coffee shop on campus.

Since TLA participation was voluntary, the third TLA cohort participants were solicited from the first two cohorts via email recommendations. This cohort went through the same leadership training and in their final session, the participants of Cohort 2 prepared their presentation through their own transformational and collaborative efforts. Like the preceding cohort, Cohort 2 participants presented their strategies for student success through the Root

Cause Analysis method. Discuss the root analysis method here. Since 2015, there have been three (3) TLAs held for all campus stakeholders with a total of 155 employees who have gone through these sessions.

*Rich Context 2: Board-Faculty Union Negotiations*

At the end of spring 2016, arrangements were made for the two negotiating parties-the GCC Board of Trustees and the GCC Faculty Union-to sit down and re-negotiate the soon-to-expire Agreement that was finalized in 2010. Despite the presence of an experienced facilitator in Guam from the Honolulu-based office of the Federal Mediation and Conciliation Services, this first attempt however bogged down due to disagreements regarding the composition of the negotiating panel. It required the two parties to bring onboard a local attorney to formally begin the negotiations in October 2016. After the first week of negotiations, both parties then agreed to continue the negotiations on their own at a schedule that was convenient for all members of the 12-member negotiating panel, with six members from each side of the negotiating table. The negotiations became intense with each growing day, sometimes lasting from 8 a.m. to 12 midnight, from Monday to Friday, and sometimes even on weekends. This schedule covered a period of about six months, from October 2016 to April 2017, inclusive of the training sessions on the new Agreement, as well as its faculty ratification and final Board approval in April. For the QFE component of this ISER, the significant changes in the participatory governance structure and processes give rise to one of the proposed projects: the establishment and implementation of a Year Round Education (YRE) strategy to facilitate student success and completion.

*Student Success = Student Completion*

The above narrative is critical to providing the rich contexts for two proposed projects, which are primarily intended to facilitate student success at GCC. In the discussion that follows, student success is defined as the timely completion of a student's program of study so that the student can join the workforce or transfer to a four-year institution, such as the University of Guam. These two projects are described in richer detail below:

**Project #1: GCC Middle College**

A brief history about the Middle College concept is significant at this point. The concept for Middle College was developed in 1974 under the joint auspices of the New York City Board of Education and LaGuardia Community College of the City University of New York. Due to the success of its pilot, the program spread to other parts of the country soon thereafter. As of this writing, there are now over 200 middle colleges across the U.S. joined under the umbrella of the New York-based Middle College National Consortium.

At the regional level, Middle College programs have been implemented successfully at these ACCJC institutions in California:

- Contra Costa College; San Pablo, CA;
- Cañada College, Redwood City, CA
- Grossmont Middle College High School, San Diego, CA
- San Jose City College (ACCEL)

- Evergreen Valley College, San Jose, CA
- Middle College at West Valley College, Saratoga, CA
- DeAnza Middle College, Cupertino, CA
- Foothill College, Los Altos Hills, CA
- Middle College High School at San Joaquin Delta College, Stockton, CA
- Academy of the Canyons, Santa Clarita, CA
- The High School at Moorpark College, CA
- Mission Middle College, Santa Clara, CA
- Los Angeles Harbor Teacher's Prep Academy, Wilmington, CA
- Santa Ana Middle College, Santa Ana, CA
- John F. Kennedy Middle College, Norco, CA

As conceptualized, the Middle College initiative seeks to fulfill the following goals:

- Systematically integrate the students' academic, career and social secondary and postsecondary experiences.
- Blend the curriculum as a coherent entity, with high school and college-level work melded into a unified academic program that meets the requirements for a high school diploma, and potentially, a career technology certificate, and/or associate degree.
- Provide students the opportunity to earn college credits toward a degree to transfer to a four-year institution.

Most importantly, the student-centered focus of the Middle College is anchored on these specific objectives below:

- Ensuring that students have solid foundation for life as a college student.
- Providing students the support services needed to be successful in high school and college courses.
- Exposing students to career opportunities and courses not available at typical high schools.
- Helping students adequately prepare themselves for a career in their chosen field of study.
- Underscoring the idea that college can serve all students.

The concept of a Middle College is not new to GCC, as this idea was first proposed in 1999 during the tenure of the previous college president. The idea never gained ground however since it did not emerge out of discussions “from the ground up”, so to speak. The idea of student success was not even a key component when it was first initially proposed to the campus community. There was no attempt to secure the support of the community or industry during its short-lived discussion during the late 1990s and early 2000s. The conversation about middle college under the current president emerged out of the TLA academies and the numerous T-zone conversations that have been held over the past year. As envisioned, the GCC Middle College will allow a selected cohort of students to complete a high school diploma and an associate degree at the same time.

Because the improvement of the student experience of GCC remains the core of all ideas to promote student success, two ongoing specific strategies have contributed to the emerging

Middle College concept. These are the (1) *CLYMER* program, which stands for Classroom Learning Yields Math and English Readiness, which is essentially a placement testing waiver for entering college freshmen who have maintained good grades in English and math while in high school, and (2) *Chalani365* (Chalani means “pathway” in Chamorro, the indigenous language of Guam), which is a year-round registration enabling students to register for three terms at one time. As conceptualized out of T-zone meetings, these strategies for student success were primarily intended to facilitate student completion of their chosen programs of study, either through placement test waiver, or by registering for classes that allows for timely completion of a given program.

The Middle College concept is intended to bring together three integral components at GCC: a) the existing GCC-developed dual credit program (DCAPS) already in place in Guam public high schools; b) the secondary to postsecondary articulation agreements that exist between the Guam Department of Education (GDOE) high schools and GCC; and, c) the existing Adult High School program at the GCC campus. With the impending military buildup that will see the movement of troops from Okinawa, Japan to Guam within the next several years, the need for skilled workers for construction and other career and technical occupations remains critical. The establishment of a middle college at GCC is important for Guam’s workforce because of the H2B issue that has become a persistent problem for the island in the last two years.

#### *The H-2B issue and its impact on Guam’s workforce*

The following news item is excerpted from an issue of the *Marianas Variety* (one of Guam’s two daily newspapers) on September 11, 2016 and provides the broader context for the pressing community need for a Middle College to be established at GCC:

*Without a change in the U.S. Citizenship and Immigration Services 99.9 percent denial rate for temporary H-2B visas, Guam could end up with a skeleton pool of skilled foreign construction workers by the end of this year, local Labor Department statistics show.*

*The number of skilled workers on island on H-2B visas could drop to less than 100 by the end of the year, from 1,689 at the start of the fiscal year last October, if the rate of denials continues, said Greg S. Massey, administrator of the Alien Labor Processing and Certification Division for the Guam Department of Labor.*

*Former Governor Felix Camacho said the mass rejection of H-2B visas is “extremely detrimental to Guam’s economy.” History shows that Guam cannot do away with H-2B visas as the island does not have a sustainable labor force, and the tyranny of distance from the U.S. mainland makes it difficult to attract enough U.S. workers from the mainland, Camacho said.*

At the time of writing this ISER, this problem has not been resolved, despite the change in administration—from President Obama to President Trump—in January 2017. It has now become a strong rallying point for the current governor, Eddie Baza Calvo, and Guam’s non-voting delegate in Congress, Madeleine Bordallo, both advocating for a critical shift in

federal policies regarding foreign labor, particularly for small island communities such as Guam. There is however, no clear indication that such a shift will occur in the near future.

Given this broad context, the following table provides detailed information that will transform this proposed GCC Middle College from concept to reality in order to address the pressing community need for career and technical education graduates for the island of Guam. Through this alternative secondary program initiative, students will have the opportunity to obtain a rigorous high school education while concurrently earning college credits. In sum, the GCC Middle College is an innovative pathway to college and career readiness that integrates high school, college, and career training on a community college campus. This will markedly shorten the distance between high school graduation and the attainment of a college credential, such as a certificate or associate degree.

**Table 1: GCC Middle College: From Concept to Reality**

<u>Broad Objective</u>	<u>Specific Tasks</u>	<u>Responsible Office or Individual</u>	<u>Proposed Timeline</u>
To sensitize the Guam community-at-large with the Middle College concept	Seek support from the Governor through meetings with local Department of Education and other cabinet level officials	President	fall semester 2017 through spring 2018
	Establish initial collaborative talks with the Superintendent of Guam Department of Education	President, Vice President for Academic Affairs, Deans	fall semester 2017 through spring 2018
	Seek community support through meetings with Guam Chamber of Commerce, elected officials (e.g., mayors), selected industry executives (e.g. Docomo, GTA Teleguam, etc.) as well as non-profit groups (e.g. Westcare, Sanctuary, etc.)	President, Vice President for Academic Affairs, Deans	fall 2017 through spring 2018
To secure buy-in of the Middle College concept from the 34 <sup>th</sup> Guam Legislature for future budget and funding purposes	Meet with individual senators to provide broad context for the plan to establish a GCC Middle College; include Middle College concept in budget testimony in June 2017 so that senators are informed a year in advance	President	June through December 2017
To provide <i>Facts and Figures</i> about Middle Colleges in the US to all college stakeholders, potential partners and island citizens	Schedule an interview with a local TV station to disseminate the GCC plan to establish a Middle College in the near future, as well as to provide factual information about existing Middle Colleges in the U.S. mainland.	President	June 2017

To develop the framework of a GCC Middle College using seven (7) key components, as follows:		President's Management Team, to include 2 VPs, 2 Deans, 2 Assistant Directors, HR Administrator, PIO	fall 2017 through spring 2018
(1) Curriculum & Program Development		VPAA, Deans	
(2) Funding		President, VP Finance & Administration	
(3) Room Utilization		Deans	
(4) Faculty		VPAA, Deans	
(5) Student Recruitment and Selection		Assistant Directors- Admissions & Registration, Communications & Promotion	
Develop and finalize Memorandum of Understanding (MOUs) with K-12, non-profit organizations and industry partners		President, VPAA	
Implement the Middle College pilot at GCC with a first cohort of students entering Grade 9		VPAA, Deans	fall 2018 through spring 2019
Evaluate the first year pilot experience and make improvements, as deemed necessary.		Assistant Director, Assessment, Institutional Effectiveness and Research (AIER); Institutional Researcher (IR)	End of spring 2019
Create Grade 10 and add another cohort of students to enter Grade 9		VPAA, Deans, in collaboration with Department Chairs	fall 2019 through spring 2020
Create Grade 11, maintain Grade 10 and add another cohort of students to enter Grade 9		VPAA, Deans, in collaboration with Department Chairs	fall 2020 through spring 2021
Create Grade 12, maintain Grades 11 & 10 and add another cohort of students to enter Grade 9		VPAA, Deans, in collaboration with Department Chairs	fall 2021 through spring 2022
Celebrate the graduation of the first cohort of GCC Middle College students		Logistics and arrangements via the offices of the Registrar and the VPAA	spring 2022/ May or June 2022
Do annual evaluations of the GCC Middle College (in 2019, 2020, 2021, 2022) via surveys and focus groups to monitor the achievement of the goals of the GCC Middle College		Assistant Director, Assessment, Institutional Effectiveness and Research (AIER); Institutional Researcher (IR)	spring 2019, spring 2020, spring 2021, spring 2022

Report Middle College enrollment and other relevant information to the Guam Legislature during annual budget hearings		President	?
Implement annual improvements to the GCC Middle College based on stakeholders' input		President, VPAA	

## Project # 2: Year Round Education (YRE) at GCC

In the newly-negotiated Agreement, the negotiating panel agreed to include the following verbiage under Article XXV with this title: Year-Round Education (YRE).

*The Board and the Local agree to convene as allowed for in Article XXVI-Sole Agreement at a mutually agreed upon date (members to be determined by Chief Negotiators) to consider the feasibility of and/or process for implementing Year-Round Education(YRE) that will include Fall, Spring, and Summer to address student completion of their chosen educational pathway. (page 103)*

The table below suggests a timeline for implementation over a five-year period (AY2018-2023) with specific tasks for individuals who will be responsible to carry out those assignments:

**Table 2. Suggested Timeline for YRE Implementation**

<u>Broad Objective</u>	<u>Specific Tasks</u>	<u>Responsible Office or Individual</u>	<u>Proposed Timeline</u>
To convene a meeting with the two Chief Negotiators regarding this provision of the new Agreement	Discuss a plan of action that will open up the dialogue necessary between management and faculty leaders	Vice President for Academic Affairs, GCC Faculty Union President	spring 2018 (April or May)
Create a YRE taskforce with six (6) members from Administration and the Faculty Union (3 each) to address the YRE provision in the new Agreement	Produce a workable plan of action agreed upon by both parties, including a proposed timeline for implementation	Vice President for Academic Affairs, GCC Faculty Union President	fall 2018 (August or September)
To conduct a series of small group discussion meetings across campus to hold informational meetings about YRE and gauge campus perceptions regarding this initiative	Solicit faculty input regarding this initiative through “Lunch and Learn” meetings organized by the VPAA and the Faculty Senate	Six (6) members of the YRE Task Force	fall 2018 (November)
	Solicit staff input regarding this initiative through “Lunch and Learn” meetings organized by the VPAA and the Staff Senate	Six (6) members of the YRE Task Force	spring 2019 (March or April)

	Solicit student input regarding this initiative through “Lunch and Learn” meetings organized by the VPAA in collaboration with the Center for Student Involvement (CSI) and the Council of Postsecondary Students Association (COPSA)	Six (6) members of the YRE Task Force	fall 2019 (September or October)
To consolidate all input from GCC stakeholders-faculty, staff, students- and develop a report on the pros and cons of YRE at GCC for dissemination campus wide	Discuss how YRE will impact workload of faculty, as nine (9) month employees, inclusive of hiring, room utilization and other relevant factors	Six (6) members of the YRE Task Force	spring to fall 2020
	Discuss the impact of YRE on staff and administrator workload	President’s Management Team	spring 2020
To develop strategies that will increase student completion rates as a result of YRE	Work with Department Chairs and Registrar so that program matrices are created for all academic programs detailing the timeline for courses to be taken in summer, fall, and spring	VPAA, Deans	fall 2019 through fall 2020
	Publish these program matrices in the college catalog as a guide for all students enrolled in specific programs	Registrar, VPAA	fall 2020
To develop, recommend and implement hiring policies that impact faculty workload as a result of YRE, as necessary and appropriate		Administrator, Human Resources	fall 2020 through fall 2022
To evaluate the process of implementing the YRE provision in the new Agreement on an annual basis		Six (6) members of the YRE Task Force	
Collect semestral and annual data to show evidence of progress on student completion rates as a result of YRE, for inclusion in the GCC Annual Fact Book		Assistant Director and Institutional Researcher, Assessment, Institutional Effectiveness & Research (AIER)	End of fall 2020, end of spring 2021, end of fall 2021, end of spring 2022 through end of spring 2023

It is hoped that these two proposed projects, focusing on the quality of the GCC student experience, will increase student completion rates through the years, as well as make the college experience most satisfying for all of our students at Guam Community College.

## *Conclusion, and one final story*

### GCC Assists in War Claims

*“At the end of the day, what mattered most was listening compassionately to extraordinary human beings-survivors of war-to tell their story of survival.”*

*Prepared by J. Peter Roberto  
Department Chair  
Criminal Justice & Social Sciences Department  
November 1, 2017*

#### *Brief Overview*

On December 23, 2016, former U.S. President Barack Obama signed the World War II Loyalty Recognition Act, a significant legislative milestone authored by Guam Delegate Madeleine Bordallo, which honors Chamorros on Guam who suffered and died during the Japanese occupation of Guam. Since June 20, 2017, the U.S. Foreign Claims Settlement Commission began accepting Statement of Claims applications from Chamorro WWII survivors. In September of 2017, the Office of the Sinajana Mayor reached out to GCC in an effort to assist in interpreting the federal application form in Chamorro for these *manamko* (elderly). In collaboration with the Sinajana Mayor's Office, GCC primarily coordinated volunteers, including students, faculty, and members of the community, for this effort. The GCC volunteers provided assistance to help survivors completely fill out their war claims applications between October 16 to 20, 2017 at the Mayor's Office in the village of Sinajana.

#### *How the project promotes student learning*

As a CTE institution, GCC promotes student learning not only through the traditional classroom format, but through community engagement projects as well. The War Claims Assistance community based project, for example, promotes student learning to enhance lecture and/or reading material with “real life” situations. The project provided “hands on” learning as students applied basic interviewing and interpersonal skills to complete electronic applications together with war survivors. The overall experience exposed students and faculty to the heart-wrenching realities of social injustice and the legalities involved to ensure each application was completed and notarized. Through community mobilization efforts, students joined other volunteers to meet war survivors in the community, led by the Mayor himself. In the process, students gained relevant cultural knowledge about the role of family support and through the stories shared, learned how survivors' quality of life was hampered during this horrific time in Guam's history. It should also be noted that the promotion of student learning “beyond the classroom” is often a result of formal collaboration. This joint effort made it possible for our students and faculty to take part in this “hands on” learning environment. Lessons learned from participation in this project will be applied in future courses of the department to enhance student learning outcomes.

*Project Outcome*

GCC students and faculty provided the leadership to create the project schedule, and implemented marketing strategies using a poster developed by the GCC Office of Communications & Promotions, and also recruited volunteers. The Mayor's Office provided the essential logistics for site location, equipment and training. In all, 28 volunteers were identified and trained to conduct the interviews. According to the Sinajana Mayor's Office, over 80 applications were successfully completed, which represented an 80 percent completion rate of the Mayor's goal to assist 100 survivors to complete their applications. The applicants and their families expressed appreciation for the assistance provided by GCC with the effort.

Completed applications will be mailed by Delegate Bordallo's Office to the Foreign War Claims Commission in Washington, D.C. As a result of this project, three (3) significant outcomes are noted below in promoting student learning:

- 1) This effort provided students and other volunteers the experience to apply basic communication skills, as well as interpersonal and social work skills, in order to conduct and complete real life interviews with living war survivors;
- 2) In addition to classroom and textbook readings, students learned about social injustice, family values, and the impact of war on family relationships through the stories told by the war survivors themselves; and,
- 3) Students learned that storytelling is a unique form of cultural knowledge expression that can be embedded in future lectures and student discussions about social injustice, language and culture, interpersonal relations and human development throughout the lifespan of an individual.

*Postscript*

Received via email from Robert RCD Hofmann, Mayor of Sinajana, on Oct. 20, 2017:

*Hafa Adai!*

*I just wanted to send this to express my sincerest and utmost appreciation to the Guam Community College for their help this whole week in assisting our island's Manamko (elderly) complete the War Claims forms.*

*Words cannot express how grateful the Manamko were to have this service available. Not only were we able to assist our Manamko's from the center next door but Manamko from as far as Yigo and Umatac who heard this from their friends and relatives. The training, the screening last week, the intake this week all went smoothly and this couldn't have happened without GCC's tremendous help.*

*On behalf of the people of Sinajana, please extend our sincerest thanks to Mr. J. Pete Roberto for taking the lead and all the GCC staff and volunteers who were kind, patient, compassionate and caring. We were all moved by the experience and honored to be a part of*

*history. Perhaps in late January or February next year we can do this again and offer it to the rest of the island.*

*I should note, because of the help of GCC, we were able to process about 80 claims in total. A number which is bittersweet because it took 73 years to finally get some recognition. Sadly, hundreds if not thousands, will never be able to file because of the cut-off dates in the law. However, we will remain hopeful and pray that Congress will have a change of heart and open the eligibility to all Manamko past and present who endured the war.*

*If there is anything we can do to assist you or the college in anyway, please let us know.*

*Biba GCC! Biba Manamko!*

*Senseramente,*

*Robert RDC Hofmann  
Mayor of Sinajana*

## EVIDENCE DIRECTORY

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### Overview and Context

- <sup>1</sup> This annual government-wide recognition program is widely known as MagPRO (which stands for Magnificent Professionals), intended to provide acknowledgement of exemplary work done by government agencies and their employees. The college received the award for a medium-sized government agency.
- <sup>2</sup> These quotes from students were extracted from the MagPro application and Annual Reports published by the Office of Communications and Promotions.
- <sup>3</sup> GCC receives clean audit for 16th consecutive year - KUAM.com-KUAM News\_ On Air. Online.pdf
- <sup>4</sup> “North Korea missiles can reach Guam in 14 minutes”, Pacific Daily News, August 10 2017, p. 1
- <sup>5</sup> “Business as usual in Guam despite North Korea missile threat,” Retrieved from <http://thenewdaily.com.au/news/world/2017/08/15/guam-north-korea-missile-children/>, August 15, 2017, p. 1
- <sup>6</sup> Guam Community College joined the parade this year (July 2017) with a float on a 6x6 truck bed that showcased the college’s newly-designed logo for community visibility purposes.
- <sup>7</sup> As part of the military realignment plan in the Pacific, the relocation of the Marines is a result of a US-Japan agreement more than a decade ago to ease the presence of US military personnel in Okinawa by moving some of them to various locations such as Hawaii, Australia, and Guam.
- <sup>8</sup> [https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_GUSF\\_P3&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_GUSF_P3&prodType=table)
- <sup>9</sup> This debate has in fact re-ignited decades of intense discussion regarding the territory’s self-determination status, as well as the effects of colonialism on Guam. Consequently, pride in Guam’s cultural roots has given rise to a growing awareness of Chamorro language and culture among younger people, such as GCC students. The cover design for this ISER (that of a Chamorro warrior) illustrates the intensifying cultural pride of GCC students, as cultural presentations of indigenous dances has become a regular fare of the Annual Fall Festival organized by GCC student organizations each year. It is also worthwhile to note that Guam is one of the remaining seventeen (17) non self-governing territories in the world, according to the United Nations website.
- <sup>10</sup> Current Employment Report (2011 thru 2016), Guam Department of Labor Bureau of Labor Statistics
- <sup>11</sup> Public Law 14-77 is considered the college’s enabling law; amendments to this legislation for which the college provided crucial testimony was passed by the Guam Legislature in 2011 as Public Law 31-99.
- <sup>12</sup> The benchmark for each institution-set standard is represented as a horizontal black line. Currently, benchmarks are reported as suggested minimum target measurements. The optimum benchmark for each standard will be further explored, recommended to the College Governing Council and Board of Trustees, then updated in Fact Book Volume 12.

- <sup>13</sup> The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are not included for college-level students, and are included for pre-collegiate students.
- <sup>14</sup> The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are not included for college-level students, and are included for pre-collegiate students.
- <sup>15</sup> The benchmarks for Student Progression for Developmental Math and English courses are based on a five-year average of fall-enrolled students who passed and did not pass between fall 2008 and fall 2012.
- <sup>16</sup> The benchmark for Course Completion is based on a five-year average of all fall-enrolled (including developmental courses) students who successfully completed a course—either through earned credit or no credit—between fall 2008 and fall 2012.
- <sup>17</sup> The job placement rate includes students from programs where at least 10 students graduated in the designated year.
- <sup>18</sup> The GCC Accreditation Standards Rubric was developed using a system of points that provided qualitative feedback to the authors of the draft report.
- <sup>19</sup> The online training that college employees took was the revised version, with the new standards in place, so essentially this was the second round for the college to have complied with this pre-accreditation requirement.
- <sup>20</sup> GCC receives clean audit for 16th consecutive year - KUAM.com-KUAM News\_ On Air. Online.pdf.
- <sup>21</sup> Public notification letter addressed to the Committee on Education, 34<sup>th</sup> Guam Legislature, September 15, 2017.
- <sup>22</sup> Practical Nursing Certificate Program Review
- <sup>23</sup> Memo response to Practical Nursing Certificate Program Review
- <sup>24</sup> T-Zone stands for Transformation Zone, which refers to a dedicated space drawn by specific stakeholders on campus to discuss transformative ways to promote student achievement and success.
- <sup>25</sup> See VPAA memo 2017-001, “Faculty Discussion on Program Credit Requirements,” addressed to the Faculty Senate President, AY2016-2017.
- <sup>26</sup> Board Policy 340-Distance Education Policy
- <sup>27</sup> DE Strategic Plan, 2015-2020
- <sup>28</sup> DE Standard Operating Procedure
- <sup>29</sup> Student Handbook, 2017-2018

## **Standard I**

- <sup>30</sup> Board Policy 100-Mission Statement
- <sup>31</sup> GCC Fact Book, Volume 11, p.14
- <sup>32</sup> GCC Fact Book, Volume 11
- <sup>33</sup> 16th Annual Institutional Assessment Report (AIAR)
- <sup>34</sup> Institutional Strategic Master Plan (ISMP), p.5
- <sup>35</sup> Institutional Strategic Master Plan (ISMP), Goal #3, Initiative #1
- <sup>36</sup> Community College Survey of Student Engagement (CCSSE), spring 2016

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- 37 GCC College Catalog
  - 38 GCC Fact Book, Volume 11, p.4
  - 39 Mission Statements
  - 40 Assessment Results
  - 41 Assessment Results
  - 42 GCC College Catalog
  - 43 GCC Website Mission Homepage
  - 44 GCC Student Handbook, p.7
  - 45 GCC Fact Book, Volume 11, p.2
  - 46 Academic 5-year Calendar
  - 47 Board Policy 100-Mission Statement
  - 48 Memo-Mission Statement Review and Institutional Strategic Master Plan (ISMP) March 7, 2013
  - 49 Memo-Extension of feedback period for mission statement review March 11, 2013
  - 50 March 26, 2013- Staff/Administrator Development Day: "Investing in You" March 26, 2013
  - 51 Learning Outcomes Committee (LOC) Meeting April 5, 2013
  - 52 Professional Development Review Committee (PDRC) April 12, 2013
  - 53 Committee on College Assessment (CCA) Meeting, April 12, 2013
  - 54 Fall 2013 College Assembly
  - 55 Board of Trustees (BOT) Minutes, January 10, 2014
  - 56 Board of Trustees (BOT) Meeting, April 8, 2016
  - 57 15th Annual Institutional Assessment Report (AIAR), p.22-23
  - 58 Postsecondary Course Approval Form, 2017-2018
  - 59 Assessment Report
  - 60 Assessment Results
  - 61 Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board
  - 62 GCC SLO Handbook, p.10
  - 63 GCC Assessment Handbook
  - 64 15th Annual Institutional Assessment Report (AIAR), Table 2 pg.6
  - 65 16th Annual Institutional Assessment Report (AIAR)
  - 66 Call for Committee Interest, Spring 2017
  - 67 Continuing Education (CE) Assessment Report
  - 68 GCC Fact Book Volume 11, p.32
  - 69 GCC Fact Book Volume 11, p.32-35
  - 70 Institution-Set Standards, Minutes from Faculty Senate
  - 71 15th Annual Institutional Assessment Report (AIAR), p.13
  - 72 Assessment Report Sample
  - 73 2-Year Assessment Cycle Schedule
  - 74 Assessment Plan Sample
  - 75 16th Annual Institutional Assessment Report (AIAR), Closing the Loop
  - 76 Assessment Report Sample
  - 77 Continuing Education (CE) Assessment Report
  - 78 Continuing Education (CE) Assessment Report
  - 79 GCC Fact book Volume 11, p.23

- 80 AY2013-2014 General Education Impact, p.11-16
- 81 GCC Fact book Volume 11, p.23
- 82 AY2013-2014 General Education Impact, p.18-21
- 83 Questions And Answers about Developmental Education
- 84 Memo, July 1, 2013
- 85 Memo, July 10, 2013
- 86 School of College & Career Readiness (CCR) Proposal, December 19, 2014
- 87 School of College & Career Readiness (CCR) Proposal, May 11, 2015
- 88 Memo, May 28, 2015
- 89 16th Annual Institutional Assessment Report (AIAR), p.3
- 90 Assessment Report
- 91 Center for Student Involvement (CSI) Assessment Report
- 92 Continuing Education (CE) Assessment Report
- 93 15th Annual Institutional Assessment Report (AIAR)
- 94 16th Annual Institutional Assessment Report(AIAR)
- 95 Committee of College Assessment (CCA) Minutes
- 96 Academics Assessment Plan
- 97 Assessment Cycle Assessment Report
- 98 CIP Projects
- 99 Institutional Strategic Master Plan (ISMP), Goal #2, Initiative #1
- 100 English Assessment Plan
- 101 Continuing Education (CE) Assessment Report
- 102 Logo Use Guidelines
- 103 CLYMER Program Memo, March 17, 2017 and Application
- 104 Chachalani Issues
- 105 Media Release
- 106 Communications & Promotions Assessment Report
- 107 AY2017-2018 Secondary Catalog
- 108 Continuing Education (CE) Catalog
- 109 Sample Schedule of Classes
- 110 Board Policy 110-Board Policy Development & Review
- 111 Board of Trustees (BOT) Assessment Report
- 112 4 Column Sample Assessment Report
- 113 AIAR Documents
- 114 College Website Public Reports Page
- 115 President's Performance Appraisal Report, 2015
- 116 College Website Public Reports Page
- 117 GCC Curriculum Manual
- 118 SLO Percentage from Annual Institutional Assessment Report (AIAR), p.5-10
- 119 Online Catalog SLOs
- 120 Agreement, p.68-80
- 121 Continuing Education (CE) Policy on Syllabus Requirements
- 122 Agreement, p.68-80
- 123 Agreement, p.162, Strong 1
- 124 Agreement, p.132, Satisfactory 8
- 125 Course Assessment Plan

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- 126 Board Policy 110-Board Policy Development & Review
  - 127 GCC Curriculum Manual, p.4-6
  - 128 GCC Curriculum Manual, p.6
  - 129 Academics Affairs Division (AAD) Meeting Minutes
  - 130 Academic Advising Handbook, p.12
  - 131 Communications & Promotions Assessment Report
  - 132 Online College Catalog
  - 133 Admissions Tab
  - 134 Bookstore
  - 135 New Student Orientation
  - 136 Board Policy 460-Academic Freedom
  - 137 Agreement, p.11
  - 138 GCC Student Handbook, p.14-15
  - 139 GCC Student Handbook, p.30-32
  - 140 GCC Student Handbook, p.14-15
  - 141 GCC Student Handbook, p.29-32
  - 142 New Student Orientation Agenda
  - 143 GCC Student Handbook, p.12
  - 144 GCC Student Handbook, p.16
  - 145 GCC Student Handbook on MyGCC
  - 146 Agreement, p.11
  - 147 Faculty Senate Ethics Complaint Procedure
  - 148 Agreement, p.146
  - 149 Board Policy 470-The Guam Community College Code of Ethics
  - 150 GCC Student Handbook
  - 151 Distance Education (DE) Pilot Memo, February 2015
  - 152 2015 ACCJC Midterm Report
  - 153 Distance Education (DE) Pilot Memo, February 2015
  - 154 Online Course Offerings, fall 2017-spring 2018
  - 155 Website Public Report Page
  - 156 Board Policy 335-Workforce Development Advisory Committees for Career and  
Technical Education (CTE)
  - 157 Curriculum Document
  - 158 Advisory Committee Meeting Minutes
  - 159 Project AIM Report to USDOE
  - 160 MyGCC Public Reports Page
  - 161 2017 Institutional Strategic Master Plan (ISMP)
  - 162 Faculty Evaluation Rubric from Agreement, p.130-175
  - 163 Academic Affairs Division and Business & Finance Assessment Report
  - 164 Cosmetology Curriculum Revision
  - 165 Cosmetology Program Review Report

## **Standard II**

- 166 Guam Community College 2017-2018 Catalog, pp. 196-206
- 167 2017 Curriculum Manual p. 13-15

- 168 2017 Curriculum Manual, p. 4
- 169 VPAA September 5, 2017 Memo on Updates on Committees under VPAA oversight
- 170 Board Policy 335-Workforce Development Advisory Committees for Career and  
Technical Education (CTE)
- 171 Associate of Science in Human Services program
- 172 Marine & Terrestrial Conservation Enforcement
- 173 Guam stripes, Marine Terrestrial
- 174 GCC Fact book Volume 11 p. 16-17
- 175 Continuing Education webpage
- 176 Continuing Education Assessment Report
- 177 IDEA Student Ratings of Instruction
- 178 2014 group survey, p. 3
- 179 Transformational Change Process
- 180 Curriculum Manual Appendix A
- 181 After the Author submits the curriculum document, it may be approved or rejected at any  
step during the multi-layered review process. If the curriculum is approved at any step, the  
author is notified. If the curriculum is rejected at any step, the author is alerted and receives  
written feedback.
- 182 The AY 2017-2018 Curriculum Review Committee (CRC) replaced the Learning  
Outcomes Committee (LOC) that existed since 2012.
- 183 Curriculum Manual, 2017-2018
- 184 Workforce Advisory Committee Handbook, pp. 8-9.
- 185 Workforce Advisory Committees
- 186 Keep Your Guard Up (KYGU) program
- 187 Faculty Observation Form and Guidelines
- 188 Two year assessment cycle schedule.pdf
- 189 Board Policy 306-Comprehensive Assessment of Instructional Programs, Student  
Services, Administrative Units and the Board
- 190 The SLO Handbook AY 2017-2018
- 191 Two-year assessment cycle schedule
- 192 The 16th Annual Institutional Assessment Report (AIAR) for Academic Year pp. 4-5
- 193 ACCUPLACER
- 194 GCC Fact Book Volume 11 p. 23
- 195 Academic Vice President's SAGA Reports Volume 5 p. 15
- 196 Project Aim
- 197 adultbasiced.pdf
- 198 Curriculum Manual, pp. 35-40
- 199 Board Policy 306-Comprehensive Assessment of Instructional Programs, Student  
Services, Administrative Units and the Board
- 200 2017 Curriculum Manual, pp. 61-65
- 201 GCC (IPEDS) Completions, 2013-2014
- 202 GCC Fact Book Volume 11 pp. 9-14
- 203 Board Policy 350-Prior Learning Assessment (PLA)
- 204 Recognition of Non-Traditional and Sponsored Learning
- 205 Student Learning Outcomes Handbook
- 206 Board Policy 345-Credit Hour Policy

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- 207 2015-2016 Continuing Education Catalog p. 6
- 208 34 C.F.R, section 602.16 (a) (vii), section 602.24 (e) (f) and section 600.2 (credit hour)
- 209 Board Policy 320-Articulation and Transfer Agreements
- 210 2017-2018 GCC College Catalog, pp. 196-205
- 211 The 2017-2018 GCC Catalog p.23
- 212 2017-2018 GCC Catalog
- 213 The following are established Institutional Learning Outcomes: (1) Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate: (2) Use of acquired skills in effective communication, and quantitative analysis with proper application of technology; (3) Ability to access, assimilate and use information ethically and legally; (4) Mastery of critical thinking and problem-solving techniques; (5) Collaborative skills that develop professionalism, integrity, respect, and fairness; and (6) Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.
- 214 2017 Curriculum Manual, Reviewer's Roles and Responsibilities
- 215 General Education section of 2017-2018 GCC Catalog
- 216 Call for Committee Interest, Spring 2017
- 217 Institutional Learning Outcomes (GCC 2017-2018 Catalog)
- 218 2017-2018 College Catalog, p. 40-68
- 219 2017-2018 Curriculum Manual, p. 33-71
- 220 General Education Requirements for Certificates, General Education Requirements- Associates
- 221 Workforce Advisory Committees pp. 8-13
- 222 Advisory committee minutes sample
- 223 2016 Graduate Employment Report
- 224 2017 ACCJC Annual Report
- 225 Fact Book
- 226 2017 Curriculum Manual
- 227 Pre-Nursing program
- 228 Pre-Nursing
- 229 BOT Faculty Local 6476 AFT/AFL –CIO Faculty Agreement, Article XV
- 230 RIF Committee Report
- 231 Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board
- 232 Fall 2014, p. 18
- 233 Two-year assessment, Appendix C.
- 234 The Workforce Advisory Committee Handbook
- 235 LRC Survey Forms: GCC Learning Resource Center Survey, Library Instruction Program Survey, Students Pre & Post Test, Department Chairs, Postsecondary and Secondary Faculty Survey.
- 236 Moodle
- 237 Curriculum Manual
- 238 student learning outcome, p. 32,33.
- 239 GCC-UOG Memorandum of Understanding

- 240 College Catalog, pp 13-18
- 241 Student Handbook, pp 8,9,10
- 242 2016-2017 Fact Book, p 19
- 243 Assessment and Counseling, pp. 2-3
- 244 Assessment Cycle, pp 30-31
- 245 2017-2018 College Catalog, pp13-18
- 246 2017-2018 Student Handbook, pp15-17
- 247 Project Aim, pp 18, 19
- 248 2017-2018 Academic advisors
- 249 Office of Accommodative Services
- 250 OAS Student Midterm Progress Report Sample
- 251 Fall Festival flyer
- 252 Service Learning
- 253 Service learning hours and projects
- 254 On AIR 2017 invitation
- 255 Soc Just Guam's Quest for Decolonization Flyer
- 256 FestPac Website
- 257 co-curricular athletics
- 258 College Volleyball Title2017
- 259 Academic advisement and Career Placement website
- 260 Educational planner sample from website
- 261 Student education plan sample from website
- 262 TRiO-Project Aim 2016 Student Success Program Study
- 263 TRiO-Project Aim
- 264 ACCUPLACER
- 265 Liberal Studies Student Educational Plan
- 266 Agreement, p. 113
- 267 selection process
- 268 practical nursing
- 269 ACCUPLACER
- 270 2017-2018 College Catalog

### **Standard III**

- 271 Government of Guam Employment Application
- 272 Agreement, Article XI pp.50-51, Appendix A-1 pp.121-152
- 273 Adjunct Faculty SOP
- 274 Adjunct Faculty Clearance Form
- 275 GCC Fact Book 2016-17 Vol.11, p.30
- 276 Request to Recruit
- 277 Guam Code Annotated Title IV
- 278 Board Policy 340-Distance Education Policy
- 279 Record of Classroom Observation and Guidelines
- 280 GCC 2017-2018 e-Catalog
- 281 Award of Excellence in Higher Education 2016; Award of Excellence in Higher Education 2015

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- 282 Teaching Distance Education
  - 283 Administrator Job Specifications 2017
  - 284 Administrator Salary Increments 2012-2015
  - 285 Determining Acceptance-Edu Diplomas, Degrees, Certificates
  - 286 ISMP 2014-2020 p.5
  - 287 2015 Description of Performance Factors for Staff in Administrative Directive 95-001
  - 288 2016 Work Planning and Performance Evaluation for Academic Administrators
  - 289 2012 President's Performance Appraisal Report
  - 290 2015 Evaluation Rubrics for Non-Instructional Faculty
  - 291 2015 Evaluation Rubrics for Instructional Faculty Secondary
  - 292 2015 Evaluation Rubrics for Instructional Faculty Postsecondary
  - 293 2015 Evaluation Rubrics for Department Chairperson
  - 294 Agreement, p.124
  - 295 GCC Two-year Assessment Cycle Schedule, fall 2014
  - 296 Guam Community College TracDat Case Study
  - 297 GCC Fact Book 2016-2017, Volume 11, pp. 15, 18, 20, 30
  - 298 Faculty Salary Increments 2013-2016
  - 299 Adjunct Class Assignment and Checklist Form
  - 300 Adjunct spring 2017 Pedagogy Training
  - 301 Guam Community College Organizational Chart
  - 302 2017-2018 GCC e-Catalog
  - 303 April 2016 Chachalani, p.4
  - 304 Link to Informational Videos 2016
  - 305 Board Policy 185 Sexual Harassment and Sexual Discrimination Prevention
  - 306 GCC Fact Book 2016-17 Vol.11, p. 14
  - 307 FY2017 Health Insurance Brochures
  - 308 Tuition Benefit Program
  - 309 Board Policy 160 Affirmative Action
  - 310 Board Policy 470 The Guam Community College Code of Ethics
  - 311 Article XIV of the Agreement, pp. 64-70
  - 312 GCC Email Account Policy
  - 313 The GCC AY 2015-2020 Institutional Priorities
  - 314 Comprehensive Professional Development Plan
  - 315 PDRC Announcements
  - 316 The GCC Records Management Program Policy Handbook, pp.7-10
  - 317 GCC Physical Master Plan 2015-2020
  - 318 Chachalani August 2016 p.12
  - 319 Workforce Advisory Committee Handbook 2014-2016, p. 9, p. 30
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  - 321 GCC Strategic Resource Plan 2017-2021 pp.2-3
  - 322 GCC Physical Master Plan 2015-2020
  - 323 ISMP 2014-2020
  - 324 ISMP 2014-2020 p.3
  - 325 E-Maint
  - 326 MIS Standards
  - 327 Computer Technology Bid

- 328 MyGCC Luminis Portal
- 329 Ellucian's Customer Support Service Center
- 330 Remote Learner login
- 331 GCC public website
- 332 TouchNet
- 333 SirsiDynix Online Library system
- 334 TracDat
- 335 FY 2019 Budget Preparation Guidelines
- 336 Financial Audit Fiscal Year 2012-page 41; Financial Audit Fiscal Year 2013-page 40;  
Financial Audit Fiscal Year 2014 – page 38; Financial Audit Fiscal Year 2015- page 45;  
Financial Audit Fiscal Year 2016 – page 46
- 337 BOT By-Laws-Funding p.9
- 338 GCC Strategic Resource Plan 2017-2021 p.2
- 339 ISMP 2014-2020 p.11
- 340 FY 2016 Financial Statement Audit Report
- 341 FY2016 Financial Statement Audit Report
- 342 GCC Strategic Resource Plan 2017-2021 p.1
- 343 FY 2019 GovGuam and NAF Budget Preparation
- 344 FY 2015 Financial Statement , p. 24; FY 2014 Financial Statement, p.15; FY 2013  
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- 345 2013-2104 Annual Report-p.34
- 346 FY 2015 Financial Statement, p.24
- 347 14th Annual Institutional Assessment Report
- 348 FY2016 Financial Statement Audit Report, p. 9
- 349 GCC Public Reports
- 350 Guam Community College - Home Page
- 351 Independent Auditors' Reports on Compliance and on Internal Control Year Ended  
September 30, 2016, p.1
- 352 Management Letter to the BOT p.13
- 353 FY 2012-2013 Annual Report
- 354 Board Policy 200-Fiduciary Responsibility
- 355 Board of Trustees Meeting Minutes
- 356 GCC Strategic Resource Plan 2017-2021 p.1
- 357 Annual Budget Requests
- 358 FY 2016 Financial Highlights
- 359 FY2019 GovGuam and NAF Budget Preparation Guidelines
- 360 Financial Audit Report FY12 p.15; Financial Audit Report FY13 p.16; Financial Audit  
Report FY14 p.15; Financial Audit Report FY15 p.15, Financial Audit Report FY16 p.14
- 361 FY 2016 Financial Statement Audit Report p.14
- 362 FY 2016 Financial Statement Audit Report pp. 29-35
- 363 FY 2016 Financial Statement Audit Report p.36
- 364 Guam Community College Foundation 2016 Audit Report
- 365 Guam Community College Foundation 2016 Audit Report
- 366 FY 2016 Independent Auditor's Reports on Compliance and on Internal Control
- 367 Board Policy 232-Contractual Agreements
- 368 Contract of GCC with BCS Cafe

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<sup>369</sup> Board Policy 228-Procurement

#### **Standard IV**

<sup>370</sup> 2014-2020 ISMP

<sup>371</sup> Board Policy 140-Organizational Chart

<sup>372</sup> President's Innovative Ideas Program

<sup>373</sup> Small Assessment Grant Award

<sup>374</sup> AVP Saga Volume 5, 2013, p.5

<sup>375</sup> 2014-2020 ISMP

<sup>376</sup> Fact book, Volume 11, p. 22

<sup>377</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees

<sup>378</sup> 2017-2018 Participatory Governance Structure Handbook

<sup>379</sup> AY 2014-2015 Participatory Governance Structure Handbook, p. 5

<sup>380</sup> Council of Postsecondary Student Affairs

<sup>381</sup> Agreement, page 22

<sup>382</sup> AY 2014-2015 Participatory Governance Structure Handbook, p. 6

<sup>383</sup> Board Policy 500-Student Handbook Policies

<sup>384</sup> Board Policy 505-Student Co-Curricular Activities

<sup>385</sup> Participatory Governance Structure Handbook

<sup>386</sup> Student Handbook 2017-2018

<sup>387</sup> Guam Community College Board of Trustees & Faculty Agreement 2017-2023

<sup>388</sup> Participatory Governance Structure Handbook, p. 7

<sup>389</sup> Governance Report Templates-Year-End Report, Meeting Minutes, and Meeting Agenda, Comprehensive Evidence Inventory

<sup>390</sup> Faculty Accountability Report for Committee Work

<sup>391</sup> AY 2017-2018 Guam Community College Student Handbook, p.6

<sup>392</sup> Board-Faculty Agreement 2017-2023

<sup>393</sup> 2018 GCC Budget

<sup>394</sup> 2017-2021 Strategic Resource Plan

<sup>395</sup> Participatory Governance Handbook

<sup>396</sup> Agreement

<sup>397</sup> Board Policy 306-Comprehensive Assessment Instructional Programs, Student Services, Administrative Units and the Board of Trustees

<sup>398</sup> GCC two-year assessment cycle

<sup>399</sup> Curriculum Manual AY 2017-2018, pp 13-30

<sup>400</sup> Curriculum Writing Workshop

<sup>401</sup> Agreement

<sup>402</sup> AY 2014-2015 Participatory Governance Structure Handbook, p.10

<sup>403</sup> How to attach documents in ACALOG

<sup>404</sup> MYGCC Announcements February 24, 2017

<sup>405</sup> AY2017-2018 Curriculum Manual

<sup>406</sup> 2017-2018 Student Handbook

<sup>407</sup> 2014-2020 Institutional Strategic Master Plan

<sup>408</sup> Meet the President, Spring 2015

- 409 2017 Annual Report
- 410 Chachalani June-August 2017
- 411 2014-2020 ISMP
- 412 Participatory governance handbook
- 413 Chachalani' newsletters
- 414 media releases
- 415 campus construction
- 416 commencement ceremonies
- 417 16th Consecutive Clean Audit
- 418 AY2016Citizen-Centric Reports
- 419 MYGCC Announcements May 8, 2015
- 420 BOT meeting February, 2017
- 421 Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and BOT
- 422 16th Annual Institutional Assessment Report (AIAR)
- 423 Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees
- 424 2015 President's Performance Appraisal Report
- 425 Faculty Senate Year End Report and Evidence Memo
- 426 IDEA Student Ratings of Instruction Survey Report, fall 2016
- 427 16th Annual Institutional Assessment Report AY2016-2017
- 428 Public law 14-77 Chapter 31 3110, p.7
- 429 Board Policy 455-Selection of the President
- 430 Board Policy 115-Code of Trustee Ethics and Conduct
- 431 2014-2020 Institutional Strategic Master Plan
- 432 Board Policy 200-Fiduciary Responsibility
- 433 Citizen-Centric Report 2016
- 434 FY2016 Budget Request p. 56
- 435 GCC Personnel Rules & Regulations-Classified Service Employees
- 436 Administrative Directive 2013-03, Professional Development
- 437 Fall 2017 College Assembly Agenda
- 438 2014-2020 GCC Assessment Handbook, pg. 7
- 439 Meet the President, Fall 2014
- 440 September 2016 Chachalani, p.3
- 441 Participatory Governance Structure Handbook
- 442 2017 College e-catalog
- 443 AY 2015-16 Annual Report p.8
- 444 AY2014-2015 Annual Report p.4
- 445 AY2016-2017 Annual Report
- 446 GWCC
- 447 AACC
- 448 PPEC
- 449 President's Bio 2015
- 450 Mission Statement
- 451 2014-2020 ISMP p. 3
- 452 Board Policy 400-Professional Development

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453 Public Law 14-77  
454 2013 President Management meeting minutes  
455 Board Policy 115-Code of Trustee Ethics and Conduct  
456 Board Policy 140-Organizational Chart of Guam Community College  
457 Memo on School of Career and College Success  
458 CCS Courses and Faculty  
459 Reorganization/Realignment  
460 2016 Academic Administrators Work Planning and Performance Evaluation (WPPE) Tool  
461 2012 President's ISMP Update meeting  
462 ISMP 2013 Update  
463 2014 ISMP Update Presentation  
464 2015 ISMP Update Presentation  
465 2016 ISMP Update Presentation  
466 2017 ISMP Report Update  
467 Chachalani September 2016, p. 10  
468 AY 2014-2015 Annual Report, p. 4  
469 BOT minutes Feb 3, 2017  
470 January 22, 2013 meeting minutes  
471 2013-14 Convocation Scripts  
472 Meet the President fall 2014  
473 Media Release April 2017  
474 ISMP 2014-2020  
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476 FY F2016 Citizen-Centric Reports  
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478 Chachalani June-Aug 2017 From the President  
479 Accreditation 2018 Flow sheet 6 Year Cycle  
480 Media Release June 2014  
481 February 9, 2016 BOT meeting minutes  
482 Accreditation Standards Meeting Minutes November 2014  
483 Accreditation Basics Course 2014  
484 Accreditation Steering Committee  
485 Memo Accreditations Basics Reminder  
486 Board Policy 115-Code of Trustee Ethics & Conduct  
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488 financial status  
489 capital improvement projects  
490 operational procedure changes  
491 policy updates  
492 President's Bio, 2015  
493 BOT meeting June 2014  
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495 2014-2020 Institutional Strategic Master Plans (ISMP), p. 3  
496 Fact books, p. 3  
497 Annual Institutional Assessment Reports, p. 4  
498 Chachalani March, April, May 2017

- 499 Chachalani February 2017
- 500 Chachalani
- 501 Meet the President spring 2015
- 502 Fall 2016 College Assembly
- 503 Closing the Loop
- 504 Department of Education 2015
- 505 BOT meeting September 2015
- 506 ISMP 2014-2020 p.3
- 507 2017 Annual Report
- 508 BOT meeting February 2017
- 509 BOT meeting February 2016
- 510 Meet the President fall 2016
- 511 Meet the President February 2015
- 512 Meet the President 2014
- 513 President's Message
- 514 Board Policy 110-Board Policy Development and Review
- 515 Public Law 14-77
- 516 GCC BOT By-Laws
- 517 Board Policy 111-Adoption of BOT Membership Handbook
- 518 Board Policy 115-Code of Ethics & Conduct
- 519 BOT Meeting January 2016
- 520 BOT Meeting minutes, 2017
- 521 Board Policy 455-Selection of the President
- 522 BOT meeting February 2017
- 523 BOT meeting minutes, January 13, 2015, p.7
- 524 BOT meeting minutes February 2017
- 525 Public Law 17-44GCA, chap.31 subsection 31101
- 526 BOT By-Laws
- 527 Board Policy 120-Orientation of New Board of Trustees Members
- 528 Board Policy 140-Organizational Chart
- 529 BOT minutes February 2017
- 530 BOT meeting minutes July 2016
- 531 Board Policy 306-Comprehensive Assessment of Instructional Programs
- 532 BOT By-laws
- 533 The BOT
- 534 BOT by-laws
- 535 Board Policy 195-Selection and Appointment of Guam Community College Trustees
- 536 Board Policy 120-Orientation of New Board of Trustees Members
- 537 Board Policy 111-Adoption of BOT Membership Handbook
- 538 BOT By-laws Article VII
- 539 Board Policy Series 100-700
- 540 Board Policy 350-Prior Learning Assessment (PLA)
- 541 Board Policy 199-Social Media Policy
- 542 Board Policy 475-GCC's Merit Bonus Policy
- 543 April 8, 2016 BOT Meeting minutes
- 544 February 3, 2017 BOT Meeting minutes

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<sup>546</sup> ISMP update, 2017  
<sup>547</sup> Fact Book, Volume 11  
<sup>548</sup> Fact book, Volume 10  
<sup>549</sup> Board Policy 120-Orientation of New Board Members  
<sup>550</sup> Board Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees  
<sup>551</sup> 5<sup>th</sup> Board of Trustees' Assessment Report  
<sup>552</sup> 5<sup>th</sup> Board of Trustees' Assessment Report  
<sup>553</sup> Fifth Board of Trustees Assessment Report, pp. ii-iii  
<sup>554</sup> Board Policy 115-Code of Trustee Ethics & Conduct  
<sup>555</sup> BOT By-laws  
<sup>556</sup> Fifth Board of Trustees Assessment Report, p. 18.  
<sup>557</sup> Board Policy 115-Code of Trustee Ethics & Conduct #9  
<sup>558</sup> Board Policy 110-Development & Review  
<sup>559</sup> Fifth BOT Assessment Report, 2013, p.16  
<sup>560</sup> Board Accreditation Basics  
<sup>561</sup> BOT Meeting Minutes, November 3, 2016, p.2  
<sup>562</sup> Accreditation Basics  
<sup>563</sup> ISER training

## **INITIATIVES AND PLANS**

- <sup>564</sup> For fall 2017, the major categories in the recently-concluded College Assembly were Flores (Flowers), Frutas (Fruits) and Finatinas (Dishes).

Guam Community College is a leader  
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